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of
PHI EPSILON KAPPA

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In the Editor's Corner

The guest editorial in this issue is by John C. Thompson, Director, Department of Health, Physical Education, and Safety, Public Schools, Lincoln, Nebraska.

Progression in the Curriculum

IN ORDER TO MEET the two basic skill needs in physical education, a careful balance of both in the junior and senior high school curriculum is essential. The two needs implied are a need for learning the individual sport skills which carry over to adult life, and the seasonal team sport skills that need understanding and appreciation as traditional cultural patterns in the United States and the world today.

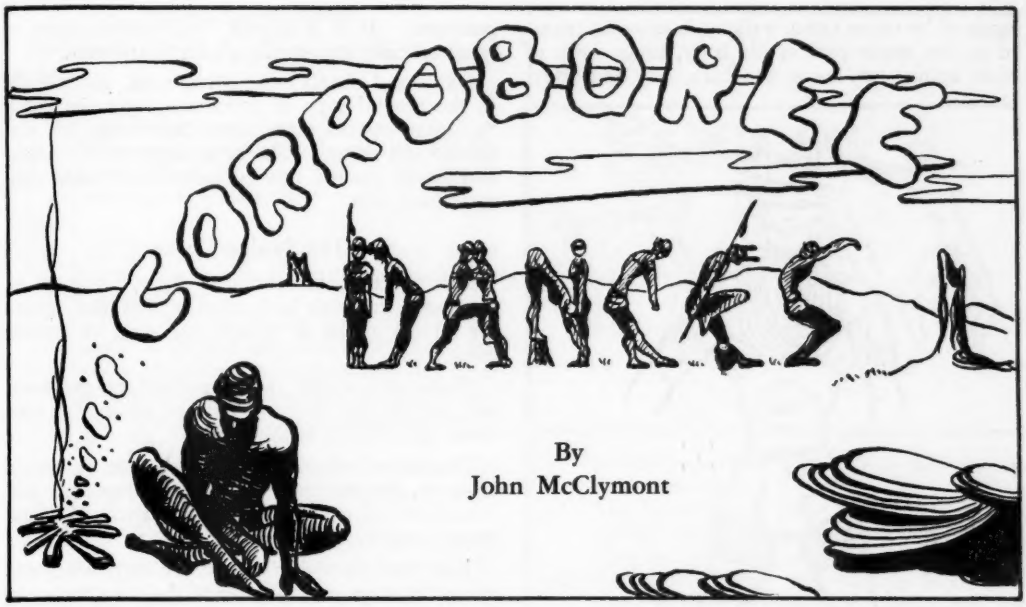
Many, perhaps most, curricula are weak in the former and strong in the latter. A re-study of the overall curriculum is recommended in order to bring the two into a sensible balance. Since a high school diploma terminates the formal education of an overwhelming majorty of young people, the carry-over skills such as swimming, golf, tennis, handball, gymnastic, bowling, weight training, and other recreational games, should be required before graduation, preferably at the 11th and 12th grade levels. Facilities, though expensive, should be provided, or the use of them arranged for, in order to make this requirement feasible.

If the individual sports and games are required for graduation, where is the place for the seasonal team sports such as touch football, basketball, track, and softball that are so popular and motivate such tremendous interest in physical education class work? Team sports dominate the curriculum, with relatively little time devoted to the carry-over activities which young people need to prepare themselves for intelligent enjoyment at the beach, the pool, the gym, the golf course and tennis court after school days are over. This can be challenged at the 11th and 12th levels on the basis that it is justifiably recognized as the core of the curriculum in grades 7-10. Team sports rightfully belong in intramurals in the junior and senior years, where they will thrive lustily without interfering with essential instruction in the carry-over sports.

Another challenge is that a point of diminishing returns is probably reached on instruction after four or five years in basic fundamentals. Many teachers are unable to develop progression after so many repetitions and therefore resort to less and less instruction and more and more play. At this point the activity should be placed in the intramural program since it has become uneconomical in terms of time and achievement.

There are numerous pressures from teachers, students, and even parents to repeat the team sports every year under a course called "physical education." It is time to recognize that this course is unique in the high school curriculum. No other subject repeats itself even once. Physical education can have progression as well as any other subject, by developing a series of courses that offer instructon in different activities at each grade level, and by relegating the organized play period to the intramural program where intramural activities are expected to be placed.

—John C. Thompson.



By
John McClymont

IN AUSTRALIA TODAY, there is a widening interest in Aboriginal Folk Lore—customs, paintings, carvings, music and dances. Unfortunately very little of the dance forms has been committed to paper, though some films and recordings have been made and are available from various sources.

The corroboree dances, although varied in type and often spontaneous in performance, may easily be performed by children. The dances are mainly simple mimes with no intricate steps and a rhythm that can be provided by the dancers and onlookers.

As source material of actual dances is limited, I have endeavored to give a background of the dance types so that teachers can create their own dances based on aboriginal legends and themes.

Several dances are included here — some as themes, and "The Kangaroo Dance," as a complete dance, transcribed from the film, "Walkabout."

Types of Corroborees

A corroboree is an "initiation ceremony" — (aboriginal: korro — initiate, boree — ceremony), but, actually, there were performed among aboriginal tribes, three distinct types of corroborees.

1. *The Tribal Corroboree.*

This was in the nature of a general corroboree at which all members of the tribe were present. The program consisted of singing, dancing and a portrayal of incidents which had been witnessed, of late, by the men of the tribe. The mimicry displayed on these nights was excellent. Songs and dances revolved around:

a. The hunts, native animals and birds, legends and incidents in the camp (serious and humorous).
b. The strange ways of the white man; his gait, appearance and habits led to great sources of merriment. His horses, dogs, car, razor, etc., too, came under the repertoire of the mimic.

This type of corroboree was of the merrymaking, fun-participating nature—for the aboriginal was a happy person, full of song and joy of life.

2. *The War Dance Corroboree.*

This was a night of mock warfare in dance form. Warriors prepared their bodies by painting them with red ochre and white clay, the emblems of evil and good.

When all had their weapons in readiness at the battleground, a war song was sung together with a dance expressive of the various notions of battle. First the enemy was introduced as having been sighted. Then he was pursued, fought and conquered, all in imagination.

The acting was skilfully done to strict rhythm and the battle represented in a realistic and fiendish manner. Warriors would rush on a signal at a chosen man—thrust their spears at him and stop inches from his body.

3. *The Bora Ceremonies.*

The "bora" or initiation ceremonies were the real corroborees. They were both ceremonial and sacred —and for warriors and initiates only. Here the initiate boy would learn the songs, legends and dances that had been handed down through countless generations.

At these ceremonies, every warrior had the in-

signia of his totem (emu, wallaby, honey ant) painted on the upper part of his body, using down of birds, animal fur, leaves and bark, clay and ochre.

Body Markings

The "bora" or "man making" ceremonies, were held in three distinct stages. A boy had to progress through these corroborees each with their own peculiar rites and dances, such as the "Sacred Bullroarer Dance" in the first ceremony.

Dance Forms

Although the dances then were secretive and handed down over the years, they followed some sequence and form. As very little record of actual 26—7394P—Dec. Phyc. Educator ctm dances can be gained from available literature, it is left to the imagination of the teacher to formulate dances on known legends and sources, bearing in mind the above information.

First, draft a theme or story, then fit in the actual dance scenes. Material can be found in books of legends and aboriginal lore and it is hoped to supplement these notes with a series of legends in precise form.

Rhythm

The dances were often under the joint direction of the "songman" and the "clever man" (equivalent to the African "witch doctor"). Time was kept by the onlookers who either beat time on tightly rolled o'possum rugs, clapped hands, clapped hands on their bare legs, beat sticks together, beat boomerangs together and simply beat the ground with short, thick sticks.

The "didgereedoo" was also used as an accompaniment. It is a longish, hollowed-out tube of wood or cane, played like a reed instrument.

Songs and chants were often sung, particularly in the general type of corroboree, and the tribal "songman" would often invent new songs for new dances and mimes. The final notes of the chants and dances usually rose crescendo and ended with three loud yells.

The Brolga Dance

This dance of the "Imitative Type," is based on the dance that this bird actually performs, where the Brolga gather in groups and strut to certain sequences.

There were usually twenty performers, decorated with streaks and daubs of red and white clay with down and feathers in their hair.

The dancers strutted like birds on the ground in a circle, bowed into the center together and "chuckled" by gently tapping short sticks of boomerangs (beaks) on the ground.

They then danced with intricate movements and danced through a set similar to the old Quadrilles. In perfect time to a rising accompaniment, the performers threw out their arms, extended their necks down and up and uttered a cry like a brolga.

Finally, they whirled about, flapped their wings and abruptly left as if by a common impulse.

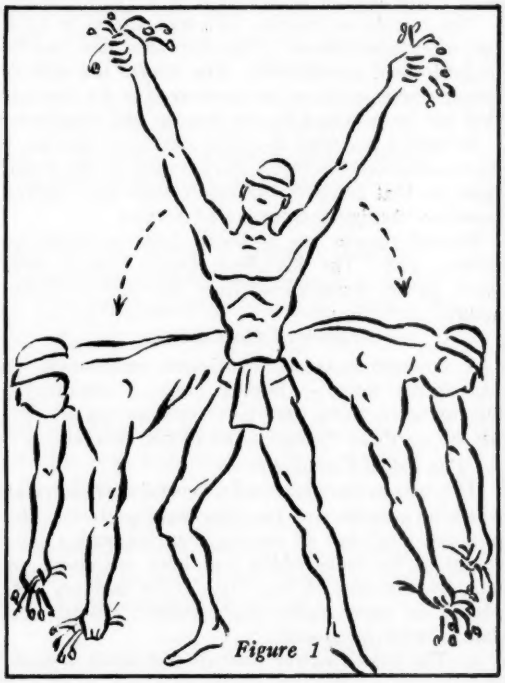


Figure 1

The Kangaroo Dance

This dance depicts the chase and kill of a kangaroo.

Scene 1:

The Rhythm Makers.

(1) A number of men, often ten, sit in a circle at the side of the area "making time" and chanting a simple rhythm.

Scene 2:

Part I: The Hunting Dance of the Warriors.

(1) Hunter No. 1 enters, crouching and hopping on all fours.

(2) In strict time, he stands upright, waves his empty hands and arms over his head. He stoops, picks up two bunches of leaves from the ground, waves them over head, over left foot, right foot, then beats ground between legs. (Fig. 1)

(3) Hunter No. 2 enters in same manner and scrambles on all fours, between No. 1's legs. (Fig. 2)

(4) Hunters No. 3 and 4 enter and follow No. 2 in the same manner. Between the entry of each, No. 1 beats ground with bushes.

Part II: The Hunt.

(1) The Hunters No. 2, 3 and 4 circle round the back of the now hopping first hunter and half crouch and hop with him in a line. Enroute, they have collected small bunches of leaves in each hand—(or a stick about six inches long).

Figure 2

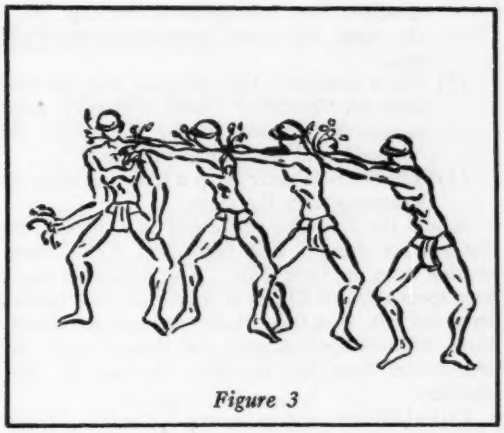


Figure 3

(2) The Hunters then place their hands on the backs of the man in front and hop forward three or four times to the rhythm. (Fig. 3)

(3) No. 4 hunter then scrambles on hands and knees through the legs of the other dancers to take head position and once again hop forward three or four paces.

(4) Nos. 3, 2 and 1 repeat the same action in turn until No. 1 is again leader.

(5) They all hop then behind No. 1 to the side of the stage and crouch behind bushes.

Scene 3:

The Chase and Kill of the Kangaroo.

(1) Enter the Kangaroo, on all fours, who hops in a zig-zag fashion about the area. (Fig. 4)

(2) On the signal of the No. 1 hunter, the party, now carrying spears, pounce on the kangaroo. No. 1 places his spear in front of the kangaroo's left shoulder, No. 2 the right

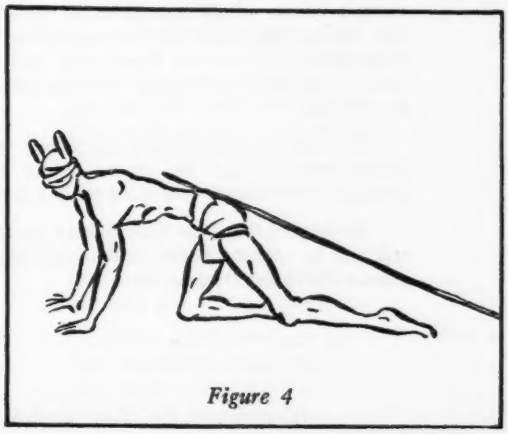


Figure 4

shoulder, No. 3 alongside its left hip, No. 4 the right hip—thus imprisoning the "animal."

(3) No. 1 then beats the kangaroo over the head with his "Womera" (spear thrower), using exaggerated strokes to the rhythm of the "music" until the animal falls dead.

(4) The warriors each grasp a limb and drag the kangaroo from the stage.

Should the dance be performed as a display, the dancers are dressed with two small sticks, representing ears, in their hair. The kangaroo has a long spear about 8-10 feet in length, or stick trailing from his belt, as a tail. Body markings are simply three white stripes around the thighs, arms and semi-circles from left shoulder, to chest to right shoulder.

Part of this dance may be seen in the film, "Walkabout," by C. P. Mountford, and is available from the National Fitness Council film library. (No. 74)

Shark Corroboree (Melville Island)

This dance is based on a description from Colin Simpson's "Adam in Achre." "Shark he chase boys—catch one boy. Big mob come up. They spear that shark, he finish dead. Other shark come up—they eat that shark that eat that boy."

"From a line of chanting men, one man leapt forward and took the role of shark. He danced forward with arms raised, and 'caught' another man. The caught one danced his struggle. Then the mob rushed forward, encircling shark, thrust invisible spears into him with a great shout and stamped away again. Shark twisted and turned in simulated death throes. All the other men rushed in on him again, the other sharks. He 'died,' torn to pieces on a crescendo of chanting that ended in a shout."

This dance can be repeated again, another person taking the part of the shark.

Bibliography:

Colin Simpson—"Adam in Achre"
Elkin and Horney—"Songs of the Songmen"
Macarthy—"Aboriginal Art"
Ernestine Hill—"The Territory"
William Robertson—"Coo-ee Talks"

Does Every Coin Have Two Sides?

Dear Coach Musselman:

Remembering our discussions of your football men who were having troubles in English, I have decided to ask you, in turn, for help.

We feel that Paul Spindles, one of our most promising scholars, has a chance for a Rhodes Scholarship, which would be a great thing for him and for our college. Paul has the academic record for this award, but we find that the aspirant is also required to have other excellences, and ideally, should have a good record in athletics. Paul is weak. He tries hard, but he has troubles in athletics. But he does try hard.

We propose that you give some special consideration to Paul as a varsity player, putting him if possible in the backfield of the football team. In this way, we can show a better college record to the committee deciding on the Rhodes Scholarships. We realize that Paul will be a problem on the field, but, as you have often said, cooperation between our department and yours is highly desirable, and we do expect Paul to try hard, of course. During intervals of study we shall coach him as much as we can.

His work in the English club and on the debate team will force him to miss many practices, but we intend to see that he carries an old football around to bounce (or whatever one does with a football) during intervals in his work.

We expect Paul to show entire goodwill in his work for you, and though he will not be able to begin football practice till late in the season, he will finish the season with good attendance.

Sincerely yours,

Benjamin Plotinus,
Chairman, English Department

(Contributed to College English, April, 1955, by William Stafford)

Our Greatest All-American

THOSE first days were awful,
What with names all new and such,
I didn't even notice this
New kid, they called Dutch.

He was awfully small and skinny;
We put him in corrective,
I guess we didn't even guess,
The way *he'd* prove defective.

When we'd organize a team
We'd always find him there,
Even when he didn't play
He would smile a little care.

The other kids would tell me
How he trained and studied so,
Once he had a cold, and it
Was Coach who did say no.

It was in those steamin' showers
He gave my raise in pay;
Cause I happened to walk by
And overheard him say:

"Gee, I'd like to make the team!"

At first he was so gangly
I just didn't have a dream
That even in a year or so,
He'd ever make the team.

I'd heard so many lectures
About the kids, at the college;
This "adolescent spirit" was
An accepted piece of knowledge.

He must have read the textbook
With his do or die bids,
The boy had all the symptoms
Of an All-American kid.

When the season finally started
We were rated pretty low,
But his spirit teamed the others—
They just wouldn't say no!

The season ended pretty well,
Dutch had earned a real letter;
And I overheard him say,
As they passed along his sweater:

"Gee, I'm glad I made the team!"

Hustle was his middle name,
And he'd trained so hard,
I guess that's why the Army
Made him Sergeant of the Guard.

They sent him to Korea,
He would have gone to college;
Dutch made first string infantry
On his spirit, strength, and knowledge.

Atomic bombs were potent, and
Gas laws could be abused—
But arms and legs and rifles
Were the weapons that they used.

At home they kept us busy—
Had to give away a speech,
I didn't know the kid lay dead
On a distant Asian beach.

"What are your objectives?"
One lady came to ask,
"Is competition all they learn,
When they run upon the grass?"

"Gee, I'd like to make the team!"

Those words echoed from afar,
But, I couldn't explain that—
Those were just emotions,
In a blue billed hat.

"Well, Mam, we hope they learn
Teamwork, courage, clean living and such;
And sometimes there graduates,
A boy like . . . Dutch."

Sadness, tears, we felt at first;
Hearts were torn along the seam;
Then spirit suited up—we felt Dutch say:
"Come on guys, hustle!—Make that team."

There isn't much glory
In an ill-founded war,
Yet, the boys were lost
As much as those before.

Shall we look upon Dutch,
And the teammates that he lost,
As hopeless victims of a beachhead
Where lives pay the cost?

"Gee, I'd like to make the team!"

Dead heroes are not objectives
Of the American way—
But thanks to him, tomorrow
We may see a better day.

Sure, that kid had objectives,
And *he* reached them, too!
He's made All-American—
Just for me, and for you.

—DICK PILMER

Something New!—A Health Alcove

W. K. Streit

THROUGH THE cooperation of forty local official and voluntary health agencies, what is believed to be the first Health Information Center of its kind has been established at the new Public Library of Cincinnati and Hamilton County. The project has been spearheaded by a committee representing the Health Education Council of the Public Health Federation, dating back to 1946 when the idea was born. At that time a committee was instructed "to collect and make available locally produced health materials and to arrange lists of health materials from other sources."

It was soon realized that the project was not one that a health agency could easily carry out alone. Therefore, the committee recommended that the officials of the Public Library be interested in establishing and maintaining a reference section for health materials.

Universal Appeal

Believing that health education as an area of general education is based on the recognition of the value of human life, and the realization that to preserve and improve life, attention be focussed on the healthful functioning of the entire organism, interacting with the physical and social environment, the committee determined to emphasize the preventive phases of health and to make its appeal to the average citizen. Man is a feeling and thinking organism with wants and needs which can be realized through the development of self-directed behavior. Therefore, it was thought that authentic health information should be made easily available in an attractive form.

It was learned that the Science and Industry Department of the proposed new Central Library building would house 30,000 books and the Health Information Section would consist of an alcove in this Division with a staff person to help readers find the materials they want. In addition to books, it would shelve bound periodicals, Government documents, pamphlets from various sources, films, posters and exhibits. Technical medical and professional books were not included, since these are available elsewhere.

The Proposal

The committee in cooperation with the staff of the Public Library and the various health agencies has accepted the charge to

1. Supply the Public Library with recommended or suggested reading lists of health education materials written for the lay reading public on each area of health and/or disease. These lists are to be carefully screened by health agencies and organizations.
2. From these reading lists, the Library will make the decisions as to what books, pamphlets and films it will purchase within the imposed financial limits.
3. From these lists, the Library will also publish a series of leaflets which will serve to highlight certain books and pamphlets on specific health subjects. These leaflets are currently called "Health Highlights" and have covered such topics as Child Care, Home Nursing, Child Feeding, Speech and Hearing, Hay Fever, Diabetes, and Your Health and Well-Being.

Organized Meetings

A series of public meetings was also planned dealing with health topics of current and popular interest. These are scheduled once a month in the auditorium of the new Library and are given wide publicity. Recognized health authorities in the community are secured as speakers, with a liberal use of visual aids encouraged. Time is set aside at the conclusion of each presentation for questions and discussion from the floor. The topics for the current series include Alcoholism, Diabetes, Tuberculosis, Polio, Heart, Dental Health, Cancer Control, and Hospitals.

Among the subjects considered for next year are Mental Health, Social Hygiene, Obesity, Nutrition, Safety, Multiple Sclerosis, Muscular Dystrophy, Child Care, Speech and Hearing, Cerebral Palsy, Air Pollution, Water Pollution, Health Careers, Vision, and Housing. Each group in charge of a scheduled meeting prepare an exhibit for use in the Health Alcove. These exhibits are displayed about a week prior to the meeting and usually include give-away leaflet material.

Because the Library has a limited budget for the development of this new section, the committee feels that all health agencies and organizations have a definite responsibility for public health education. Many have responded with donations of health materials and books for the Health Alcove.

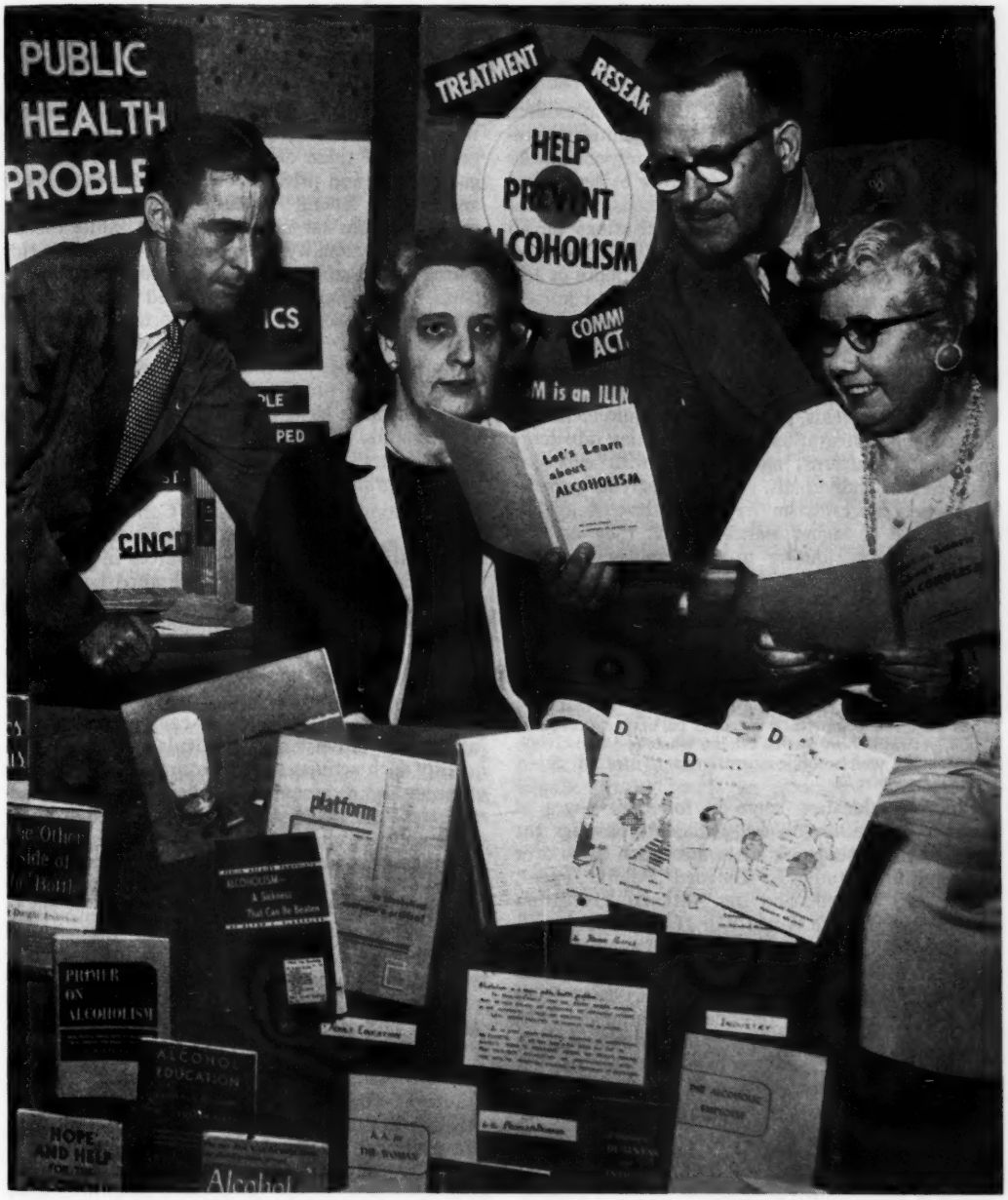
Cooperation

This is a real community project. The community health agencies (forty are presently active), the Academy of Medicine, the Public Library, the Dental Society, the city and county Boards of Education, the University, the Health Departments and the Public Health Federation are all working together to make current authentic health information available in a central location. The committee is enthusiastic about its work and feels that something new has been added in the Health Alcove.

Today's Chuckle

There's really only one thing wrong with the younger generation—a lot of us don't belong to it anymore.

—Berry.



Public health leaders discuss materials made available for the first of a series of laymen's lectures scheduled for Cincinnati's new Public Library. They are Troy L. Wilkinson, Public Health Federation; Alma Slagle, in charge of the library's Health Alcove; W. K. Streit, Director of Health and Hygiene, Cincinnati Public Schools and Committee Chairman; and Dorothy McNutt, head of the library's Science and Industry Department.

Community and School Should Plan Together

Richard Kaywood

THE COMPLEXITIES OF LIVING in modern industrialized society, and the difficulties of preparing youth for personal and social responsibilities of citizenship, have forced educators to seek more effective curricula and teaching methods. In recent years many public and private institutions on all educational levels have re-examined and re-evaluated their programs and have initiated more or less extensive curricula revisions. Colleges and universities in particular have introduced numerous programs of general education, most of which embody such common elements as: reaction against specialism, provision for more adequate integration of subject matter fields, common core requirements for all students, integration of life activities into more meaningful patterns, and concern with everyday activities of individuals. These programs propose to answer the criticism frequently leveled against institutions of higher learning—that they are not adequately contributing to the quality of living. The President's Commission on Higher Education reports:

> "Today's college graduate may have gained technical or professional training in one field of work or another, but is only incidentally, if at all, made ready for performing his duties as a man, a parent, and a citizen. Too often he is "educated" in that he has acquired competence in some particular occupation, yet falls short of that human wholeness and civic conscience which the cooperative activities of citizenship require."[1]

Physical educators come in for their share of criticism for failure to help students develop the skills, habit patterns and attitudes which carry over into adult life. Studies by Toogood[2], Allard[3], Pace[4], Foster and Wilson[5], and the National Recreation Association[6] prior to World War II, and by Adams[7], and the Washington Public Opinion Laboratory[8] in more recent years, indicate that American adults in general, and college graduates in particular, have not learned necessary physical-recreational skills, or that they have not been able to relate skills learned at school and college to recreational participation patterns after graduation. With tongue in cheek, Krutch suggests that perhaps

> ". . . today the baseball fan who takes the trouble to make a journey to the Polo Grounds instead of watching the game on his TV set has almost earned the right to call himself an athlete."[9]

Faced with expanded demands for more effective programs, and handicapped by large classes and limited facilities, physical educators more and more frequently turn to the community for assistance and cooperation. A survey of 336 departments of physical education for men and women, representing 270 college and universities all over the country, indicates that a mean of 4.08 community resources were included in instructional and intramural sports programs of these departments. Private or public golf courses and private bowling alleys ranked first and second among community resources used in these programs for men and women, while the use of such community resources as athletic fields, hiking and camping areas, tennis courts, swimming pools, and riding stables occurred with sufficient frequency to constitute an important element of these programs.[10] Public schools have likewise taken advantage of many of these resources in their physical education programs, although limitations of daily schedules have frequently relegated their use to intramural and recreational sports activities after school hours, rather than to the required instructional program.

Community Resources Contribute to Educational Objectives

Utilization of community resources in the physical education program holds unlimited possibilities for the realization of general education objectives within the framework of community-centered education. Although practicable and profitable, many physical educators employ this method principally in an expedient and haphazard manner largely occasioned by lack of facilities on campus and mounting student interest in a particular activity. Frequently such activities are discouraged since the use of necessary community resources may entail administrative difficulties. On the other hand, under reasonably advantageous conditions, these same activities may become the most desirable and memorable features of the program. Program objectives largely determine the manner and extent to which community resources may be incorporated into the physical education program. Community resources may become stopgap substitutes for otherwise unavailable campus facilities, or they may serve as purposeful and deliberate means of effectively achieving the goals of physical education, general education, and of the institution.

Education for Citizenship

Education for citizenship in American democracy represents one of the chief goals of general education and of physical education. The significance of a favorable relationship between school or college and the community is no less important in attaining the goal of citizenship through physical education than through any other division of general education. Participation in community play areas as a part of the physical education program pertains not only to physical education and recreation, but also to education in such areas as the social sciences,

communications, moral and spiritual values, and literature. The student cannot engage in games and sports, particularly under the watchful eyes of local citizens, without acquiring knowledge, skills, habits, and attitudes of consequence. Specifically, social contacts and experiences of students resulting from a variety of activities associated with the use of community resources—arranging for visits to the community; participating in church, club or community recreation tournaments as players and officials; inviting sports specialists or community teams to meet with them on campus; competing as a class or intramural team in special events; studying problems of conservation in connection with hunting, fishing, hiking and camping activities; and joining and participating in the affairs of sports clubs and other organizations—all lead to increased understanding of, and to responsibilities of, citizens in the community.

These contacts and experiences provide intensive learning situations in the working of community agencies, make possible the further development of public relations, and place the student in the advantageous position of participating in activities while still under the general supervision and guidance of the educational institution. In a very real sense the student exemplifies the principle of abundant living today for a happy, satisfying and socially productive tomorrow.

Education for Leisure

The ultimate criterion for success in education at any level is functional effectiveness in daily living when the individual must face situations requiring mature judgment and independent action. "If students cease participating in sports and games as soon as they graduate, the ultimate value of them will be lost."[11] The same can be said of other skills, knowledges, habits and attitudes acquired in school and college in the areas of music, art, communication, literature, science and the like. In her study of sports, clubs and physical education, Dabney concludes that school and college physical education programs must teach basic recreational skills and be integrated with outside recreational sports organizations in order to encourage a continuing desire to engage in those activities in the community. The contacts, affiliations, habits and attitudes established through participation in the activities of these organizations during school and college years can supply the impetus for participation after graduation. They will also help the graduate adjust to adult life in the community, particularly since these same or similar organizations have local branches in a great number of communities and provide opportunities for continued experiences in physical-recreational activities.[12]

Other authorities confirm the contention that the greatest contribution of community resources to leisure education is in assisting students to make the transition from school and college to community life, just as the use of community resources in other areas of general education provides for similar opportunities. The importance of assisting students to become self-sufficient in the effective use of leisure time after graduation may be further emphasized by the recommendation that community resources be incorporated into the physical education program to some extent, even where adequate facilities exist on campus.

Learning the skills of golf on the college golf course is not the same as playing the game with citizens from the community on the public or private golf course. Adult recreational patterns depend not only upon skills and attitudes, but also, and perhaps even more important, upon habits of participating in activities under conditions normally found in the community. The physical education department's responsibility is obviously not discharged when the student graduates from the institution with a reasonable degree of skill in one or several sports. The crucial factor in that responsibility, with respect to leisure time objectives, demands opportunities for experiences that tend to facilitate the application of sports skills after graduation.

Other Objectives

Opportunities for competition and practice provided by the employment of community resources in the instructional and intramural sports programs help students increase their skills in a variety of sports. Skill is a major factor in encouraging further participation in, and appreciation for, an activity, whether it be tennis or ceramics. According to Williams:

> "The surest sign that one may possess abiding interest in an activity is the possession of skill in it above the dub or novice class."[13]

Community resources supplement and enrich the physical education program. The scope of activities offered at an institution is often limited by such factors as insufficient facilities and equipment, inadequately prepared staff, lack of money, and perhaps even disregard for the role of physical education in the total curriculum. In addition, some sports activities require facilities and equipment so expensive that even well-to-do institutions hesitate to invest funds necessary for their construction or purchase, especially when these activities can be engaged in relatively infrequently by students.

The wisdom of building a golf course or a bowling alley or a winter sports area, or of buying a sailboat or stable of horses, might be seriously questioned unless the institution attained an enrollment and financial status sufficient to justify the expense. Utilization of community resources by the educational institution usually meets with the approval of the community agency in charge, since increased

use frequently lowers unit costs for the agency. It also paves the way for the introduction of a greater variety of activities into the instructional and intramural sports program, and broadens the range of student recreational interests.

Experiences which emphasize sports safety can become more meaningful to students when physical-recreational activities are conducted in a community setting, under the supervision of school or college and community agency. Participating in an activity under these conditions places additional responsibility upon the student for his own safety and the safety of others. No amount of safety instruction in the classroom can match the supervised field experience in skiing, boating and sailing, horseback riding and mountain climbing. Development, understanding, and acceptance by students of high safety standards should parallel improvement in skill, habits and attitudes.

In many instances physical education activities involving the use of community resources are suitable for both men and women. Reports indicate that some activities are most effective when both sexes are represented in the class. In addition, contacts with community personnel at local sports clubs, recreation centers and other community organizations expand the social horizons of students and encourage social experiences of a wholesome nature.

The student is afforded opportunities for associations with more people from outside his own socio-economic, racial, age, religious and sex groups. Thus, by extending the physical education program for men and women, particularly in the direction of co-recreational individual and dual sports, the objective of socialization moves another step toward successful fulfillment. Realization of this objective has significant implications for marriage and family life as well, not only by bringing prospective mates together through common interests, but also in helping the family stay together through continued participation in these same activities.

It is generally agreed that re-creative and developmental effects of physical-recreational activities, shaped within the framework of a comprehensive physical education program at all educational levels, promote total health objectives and encourage enriched living, functional effectiveness and greater productivity, independence and self-sufficiency, among all citizens. The use of community resources facilitates realization of these objectives, especially the objective of total fitness by helping students apply physical-recreational skills to community situations, and by paving the way for continued patterns of wholesome recreational participation in the years after graduation.

Conclusion

While many schools and colleges utilize community resources in their physical education programs to some extent, few have developed this aspect of their programs to a level approaching maximum potential. Indiscriminate use of community resources does not insure future participation of graduates in those activities, nor the achievement of other educational objectives. Integration of community resources into the physical education program should evolve out of program planning by students and faculty, based on needs, interests and capacities of students, and on the availability of suitable resources on campus and in the community. Use of community resources should serve as a deliberate and purposeful technique in helping the students select, accept and understand educational objectives, and in contributing to the best development of the individual, the institution, and of society.

Educational institutions are becoming increasingly aware of their responsibilities to the community, both in the direct sense for immediate community improvement and for the ultimate development and enrichment of society and the community through the preparation of its students as individuals and as citizens. The community becomes an extension of the campus, cooperating with the institution in the common task of providing students with opportunities for significant learning experiences, and serving as a laboratory for those experiences. Likewise, school and college become an integrated part of the community, accepting their role as a vital force for community betterment. Through such cooperative action the school and community can bring to bear their forces and resources for the achievement of common goals.

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Seventy-one Year Survey of Age—Height—Weight on Entering Freshmen at Yale University

T. Erwin Blesh

YALE UNIVERSITY FRESHMEN are definitely getting younger, taller and heavier, records over a period of seventy-one years indicate. In 1941, the late William Deegan, Assistant in Physical Education at Yale compiled data on the age-height-weight of entering freshmen from 1883 to 1941.[1] The present writer, starting with the year of 1944, compiled similar data for all entering freshmen up through the fall of 1954.

With the exception of the group entering in the fall of 1918, immediately after the first World War, and the groups entering in the falls of 1945 and 1946, after the second World War, the age shows a rather steady decrease from a little over ninteen years of age down to an age of about eighteen years and two months. The age of slightly over eighteen years has held rather constant over the last four years, (1951-1954), which seems to indicate, at least for the present, that the entering age for freshmen at the University will remain at about that age level.

The height, in 1883, started with an average of 67.7 inches. Over the years it gradually and steadily increased until the average for the entering men in 1954 was over 70 inches. In fact, during the years from 1946 to 1954, the range has been between 70.2 and 70.5 inches. This figure, too, seems to have reached a rather steady height for each entering group.

Weight has shown the most marked increase, starting in 1883 with an average of 137.8 pounds and steadily increasing until the entering class of 1954 showed an average weight of 160.0 pounds. This represents the highest figure of any entering class during the seventy-one years.

Approximately 250 men were in the entering class of 1883, and the number gradually increased until a little more than 1000 freshmen have entered the University each of the past few years. Over-all, these data represent about 52,000 individuals.

An interesting breakdown of the data into ten year cycles is shown in Table I.

*TABLE I**

Period	Age	Height	Weight
1883-1892	18.9	67.7	135.5
1893-1902	19.0	68.1	137.2
1903-1912	19.0	68.2	139.0
1913-1922	18.9	68.7	141.9
1923-1932	18.7	69.3	144.4
1933-1941 (9 years)	18.4	69.8	150.1
1947-1954 (8 years)	18.3	70.3	156.7

* The total decrease for age, based upon these ten year cycles, was almost a full year, while the height increased 2.6 inches and the weight over 21 pounds.

There was no appreciable change in age until about 1920, when the average started to decrease rather steadily. During the early years the average was about 19.0 years, whereas in 1954 it was 18.2 years.

The height during the earlier years, also, showed only a small increase, but from 1920 to 1954 the increase was over two inches. Weight follows a similar pattern, in that there was only a small increase up to 1920, but since that time the increase has been nearly twenty pounds.

Numerous studies of this nature in colleges and universities throughout the United States seem to indicate trends of a similar nature. It is apparent that better standards of living, including better housing, more nutritious food, and a better understanding of good health practices is adding to the physical growth of the individual. Educational practices, too, as they are becoming wider in scope, and offering opportunities to more young men and women, are preparing them for college at a younger age.

[1] Deegan, William, "A Fifty-Nine Year Survey at Yale Reveals Freshmen are Becoming Younger, Heavier and Taller," *Research Quarterly*, AAHPER, December, 1941.

A person's temper improves the more he doesn't use it.

A Classified List of Current Periodicals in the Fields of Athletics, Health, Physical Education, and Sports Published in the United States and Canada

Aletha B. Redman

NOTE: This list is a revision of two similar lists which were published in the RESEARCH QUARTERLY in March, 1935 and in October, 1943.

Periodicals in the fields of hunting, fishing, horse-racing and similar sports have been intentionally omitted from this list. In order to save space, publications of the departments of health of the several states also have been omitted. Most of these publications may be obtained free upon request by residents of their respective states.

The information given includes title of the periodical, date of founding, frequency of publication, subscription price, publisher's address, and special features such as abstracts, bibliographies, indexes, etc. In a few cases the information is not entirely complete. If the periodical is indexed and/or abstracted, the names of the indexing and abstracting services are given. Pretention neither to completeness nor selectiveness is claimed for this list. However, it is hoped that it will be found sufficiently comprehensive to be of some value to teachers and students in these fields. The miscellaneous section at the end of the list includes a few titles of periodicals in related fields which may be found useful to those who wish to keep up with current information and research in these fields.

In compiling this list (revised 1955) free use has been made of such aids as Ayer and Son's DIRECTORY OF NEWSPAPERS AND PERIODICALS, 1955; ULRICH'S PERIODICAL DIRECTORY, 1953; CUMULATIVE BOOK INDEX; LIBRARY OF CONGRESS CATALOG OF PRINTED CARDS; various small lists; and the periodicals, BULLETIN OF BIBLIOGRAPHY; MONTHLY CHECKLIST OF STATE PUBLICATIONS; NEW SERIAL TITLES; and THE WRITER.

ABBREVIATIONS

a. ----------annually
bi-m. ----------bi-monthly
irreg. ----------irregularly
m. ----------monthly
q. ----------quarterly
s-a. ----------semi-annually
s-m. ----------semi-monthly
w. ----------weekly
abstr. ----------abstracts
bibl. ----------bibliographies
bk. rev. ----------book reviews
charts ----------charts, diagrams, graphs, tables
dance rev. ----------dance reviews
illus. ----------illustrations
index ----------index (annual or volume)
cum. index ----------cumulative index
mkt. ----------markets and prices
pat. ----------patents
record rev. ----------record reviews
stat. ----------statistics
tr. lit. ----------trade literature
tr. mk. ----------trade marks

Abbreviations of Abstracting and Indexing Services

Abstr. Bull. ----------Monthly Abstract Bulletin
Agri. Ind. ----------Agricultural Index
Biblio. Ind. ----------Bibliographic Index
Biog. Ind. ----------Biography Index
Biol. Abstr. ----------Biological Abstracts
C. L. Med. Lit. ----------Current List of Medical Literature
Can. Ind. ----------Canadian Index to Periodicals and Documentary Films
Chem. Abstr. ----------Chemical Abstracts
Educ. Ind. ----------Education Index
Eng. Ind. ----------Engineering Index
Fuel Abstr. ----------Fuel Abstracts
Ind. Arts ----------Industrial Arts Index
Int. Ind. ----------International Index to Periodicals
Lab. Ind. ----------Index to Labor Articles
Nutr. Abstr. ----------Nutrition Abstracts
P.A.I.S. ----------Public Affairs Information Service
P.H. Eng. Ind. ----------Public Health Engineering Index
Photo. Abstr. ----------Photographic Abstracts
Psycho. Abstr. ----------Psychological Abstracts
Q. C. Ind. Med. ----------Quarterly Cumulative Index Medicus
R. G. ----------Readers' Guide to Periodical Literature
Sci. Abstr. ----------Science Abstracts

AQUATICS

Boating, Canoeing, Yachting

Boat and equipment news. Pleasure craft edition. 1945. bi-m. Price not given. Boat Statistics and Publishing Co., Inc., 224 E. 41st St., New York 17, N. Y. bk. rev. illus. mkt. tr. lit.

Boat sports. 1952. bi-m. $1.50. Joseph J. Hardie, 215 Fourth Ave., New York 3, N. Y.

Boating. 1924. m. $3. Hugh C. MacLean Publications, P. O. Box 4000, Terminal A, Toronto 1, Ontario, Canada.

Chesapeake skipper. 1947. m. $3. Skipper Publishing Co., Carvel Hall, 181 King George St., Annapolis, Md. illus.

Forecast. 1941. m. Price not given. Outrigger Canoe Club, 2335 Kalakaua Ave., Honolulu, Hawaii.

Lakeland yachting. m. $2.50. Lakeshore Publications, 809 S. 8th St., Sheboygan, Wis.

Main sheet. 1913. m. $2. Detroit Yacht Club, Belle Isle, Detroit 7, Mich.

Motor boat. 1904. m. $2. Motor Boat Publications, Inc., New York 38, N. Y. charts. illus. tr. lit.

Motor boating. 1907. m. $4. Hearst Corp., 572 Madison Ave., New York 22, N. Y. charts. illus. tr. lit. Indexed: Eng. Ind.

Rudder. 1890. m. $4. Rudder Publishing Co., 9 Murray St., New York 7, N. Y. bk rev. charts. illus. tr lit.

Sea and Pacific motor boat. 1908. 13 times a year. $3. Miller Freeman Publications, 815 Witmer St., Los Angeles 17, Calif. illus.

Skipper. 1947. m. $3. Skipper Publishing Co., 181 King George St., Annapolis, Md.

Speed and spray. 1952. m. $5. Marine Publications, Inc., Box 247, Newport Beach, Calif.

Yachting. 1907. m. $5. Yachting Publishing Corp., 205 E. 42nd St., New York 17, N. Y. bk. rev. charts. illus. tr. lit.

Diving, Swimming, Natatoria

Beach and pool and swimming; promotion, construction, operation. 1927. m. $3. Hoffman-Harris, Inc., 425 Fourth Ave., New York 16, N. Y. illus. tr. lit.

Official aquatic guide. 1931. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official aquatics, synchronized swimming, winter sports and outing activities guide. 1941/42? 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N.W., Washington 6, D. C.

Official swimming guide, including the official rules. 1915/16. $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Skin diver; a magazine for skin divers and spearfishermen. 1951. m. $3. The Skin Diver, P. O. Box 128, Lynwood, Calif. illus.

Swimming pool data and reference annual. 1941. a. Hoffman-Harris, Inc., 425 Fourth Ave., New York 16, N. Y. illus.

Swimming pool standards. 1939? A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y. Indexed: P. H. Eng. Ind.

ATHLETICS—SPORTS

Outdoor Activities, General Sports

A.C.E. 1919. m. $3. St. Paul Athletic Club, Fourth and Cedar Sts., St. Paul 1, Minn.

All-sports review, 1953. m. $1.50. Jack Schwartz, 331 St. Nicholas Ave., Brooklyn 27, N. Y.

Amateur athlete. 1929. m. $2. Amateur Athletic Union, Woolworth Bldg., 233 Broadway, New York 7, N. Y. illus.

American turner topics. 1935. bi-m. $2.50. Schaltenbrand Printing Co., 8735 E. Jefferson Ave., Detroit 14, Mich.

Arena, parks and recreation. 1953. m. $3. Eddie Sargent, 868 2nd Ave., E., Owen Sound, Ontario, Canada.

Athletic journal; nation-wide amateur athletics. 1921. m. (Sept.-June) $2. Athletic Journal Publishing Co., 1719 Howard St., Evanston, Ill. bk. rev. illus. tr. lit. index.

Boston sport-light. 1944. w. $2. Harold V. Coyne, 10 Indexed: Educ.Ind. Q.C.Ind.Med.

B A C news magazine. 1923. s-m. $3. Buffalo Athletic Club, Inc., Niagara Square, Buffalo 2, N. Y.

Bahn frei. (Text in English and German) 1882. m. membership. New York Turn-Verein, 152 E. 85th St., New York 28, N. Y.

Boston sport-light. 1944. w. $2. Harold V. Coyne, 10 Arlington St., Boston 16, Mass.

Cleveland athletic club. Journal. 1909. m. $3. Don R. Ricker, Publisher, 118 Euclid Ave., Cleveland, Ohio.

Coach and athlete; the magazine for coaches, players, officials and fans. 1938. m. (Sept.-June) $2. Dwight Keith, 310 Buckhead Ave., N.E., Atlanta 5, Ga. illus.

D.A.C. journal. 1934. m. $4. Downtown Athletic Club of New York City, 19 West St., New York 4, N. Y. illus.

D.A.C. news. 1938. m. Dallas Athletic Club, P.O. Box 1050, Dallas, Texas.

D.A.C. news. 1916. m. $2. Detroit Athletic Club, 241 Madison Ave., Detroit 26, Mich. bk. rev. illus.

Flash. 1936. w. $4. John Blunt Publications, Ltd., 56½ Adelaide St., E., Toronto, Ontario, Canada.

Indac. 1924. m. $1. Indianapolis Athletic Club, 350 N. Meridian St., Indianapolis 4, Ind.

Industrial sports and recreation. 1948. m. $3. Fairfield County Publications, Inc., 1150 Post Rd., Fairfield, Conn.

Journal of health — physical education — recreation. 1896. m. (Sept.-May) $5. American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington 6, D. C. bibl. bk.rev. illus. index. Indexed: Educ. Ind. Q. C. Ind. Med.

Mentor. 1950. m. $2.50. J. S. Perry, Publisher, 2912 East Rosedale St., Fort Worth, Texas.

Mercury. 1912. m. $3. Los Angeles Athletic Club, 431 W. Seventh St., Los Angeles 4, Calif.

Midwest sportsman's news. 1954. m. $3. Feldon Publishing Co., 185 N. Wabash Ave., Chicago 1, Ill.

N.A.C. club life. m. 1921. $2. Newark Athletic Club, 16 Park Place, Newark 2, N. J.

Official all-sports rule book. (National federation of state high school athletic associations) 1949/52? A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official recreational games and volley ball guide. 1951/53. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Olympian. 1900. m. $1. Olympic Club, 424 Post St., San Francisco 1, Calif.

Oregon sports. 1951. m. (Sept.-May) $2. Leslie Pete, 2014 A St., Forest Grove, Ore.

Outdoor life. 1898. m. $3. Popular Science Publishing Co., Inc., 353 Fourth Ave., New York 10, N. Y. illus. Indexed: R. G.

Parks and recreation. 1917. m. $3.50. Finch and McCullough, 84 S. LaSalle St., Aurora, Ill. bk. rev. illus. index. Indexed: Biblio. Ind. P.A.I.S.

Prairie club bulletin; organized for the promotion of outdoor recreation in the form of walks, outings, camping and canoeing. no. 45, 1915. m. (Sept.-June) $1.75. 31 S. Clark St., Chicago, Ill. illus.

Punch. 1923. m. Membership. New Orleans Athletic Club, 222 N. Rampart St., New Orleans 16, La.

Recreation. 1907. m. (Sept.-June) $4. National Recreation Association, 315 Fourth Ave., New York 10, N. Y. bibl. bk.rev. illus. index. Indexed: P.A.I.S. R.G.

Scholastic coach. 1931. m. (Sept.-June) $2. G. H. McCracken, Publisher, 33 West 42nd St., New York 36, N. Y. illus. tr. lit. index. Indexed: Educ. Ind.

SoDak sports. 1952. w. $4. SoDak Publishing Co., 328 S. First St., Sioux Falls, S. D.

Sport goods and playthings. 1923. m. $4. Wallace Publishing Co., 146 Bates Road, Montreal 8, Quebec, Canada. illus.

Sport life. 1948. bi-m. $3.25. Official Magazine Corp., 270 Park Ave., New York, N. Y. illus.

Sporting goods dealer; national magazine of the sporting goods trade. 1899. m. $3. Sporting Goods Publishing Co., 2018 Washington Ave., St. Louis 3, Mo. illus. mkt. pat. tr. lit. tr. mk.

Sports afield. 1887. m. $3. Hearst Corp., 57th St. and Eighth Ave., New York 19, N. Y. illus.

Sports age. 1938. m. $2. Reuben H. Donnelly Corp., 304 E. 45th St., New York 17, N. Y.

Sports illustrated. 1954. w. $7.50. Time, Inc., Time and Life Bldg., New York 20, N. Y. illus. index.

Sportsman. 1953. bi-m. $4.50. 270 Park Ave., New York 17, N. Y. illus.

Town and country. 1846. m. $7.50. Hearst Corp., 572 Madison Ave., New York 22, N. Y. illus.

Western sporting goods review. 1920. m. $3. Newell Publishing Co., 4328 Sunset Blvd., Los Angeles 29, Calif. illus.

Winged foot. (New York Athletic Club) 1892. m. $4.80. C. C. Neff, 19 E. 48th St., New York 17, N. Y. illus.

Winged head. 1911. m. $1. Pittsburgh Athletic Association, 1905 Blvd. of Allies, Pittsburgh 19, Pa.

Archery

Archers' magazine. 1952. m. $2.50. Archers' Publishing Co., Inc., 1200 Walnut St., Philadelphia 7, Pa. illus.

Archery; a sportsman's magazine devoted to hunting

and field. 1929. m. $2.25. National Field Archery Association, Box H, Palm Springs, Calif. illus.

Bowhunter. (Wisconsin bow hunters association) 1947. m. Membership. 28 E. Jackson St., Hartford, Wis. illus.

Official archery-riding guide. 1954/56. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N.W., Washington 6, D. C.

Baseball

A.B.C. news. 1943. m. (not issued Nov., Dec., Feb.) 75c. American Baseball Congress, Babe Ruth League, Youth Bldg., Battle Creek, Mich.

Baseball almanac; with official rules, notes and interpretations. 1943. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Baseball magazine. 1908. 8 times a year. $2.50. Earl C. Noyes, Publisher, Washington Bldg., Washington 5, D. C.

Grandstand manager. 1950. m. $1.50. Jack Schwartz, Publisher, 331 St. Nicholas Ave., Brooklyn 27, N. Y.

Little leaguer. 1954. 6 times a year. $1. Little League Baseball, Inc., 120 W. Fourth St., Williamsport, Pa.

National league green book. 1940. 30 Rockefeller Plaza. New York, N. Y.

Official baseball annual. 1952. a. Dell Publishing Co., Inc. 261 Fifth Ave., New York 16, N. Y.

Official baseball guide and record book. 1940. a. $1. Charles C. Spink and Sons, 2012 Washington Ave., St. Louis 3, Mo.

Official rules for playground baseball, approved as official by the National Rules Committee of the National Recreation Association. 1930. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Sport; baseball, boxing, golf, tennis, track. m. $3. Macfadden Publications, Inc., 205 E. 42nd St., New York 17, N. Y.

Sporting news; the baseball paper of the world. (Includes football section "The Quarterback" during season) (prints Junior baseball edition for free distribution). 1886. w. $10. J. G. T. Spink, 2018 Washington Ave., St. Louis 3, Mo. illus. stat.

Sports review. 1941. Baseball illustrated. Issued in April each year. Elbak Publishing Co., Inc., 185 N. Wabash Ave., Chicago, Ill.

Football

Official collegiate football record book. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official football guide, including the official rules. 1883? $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Sporting news; the baseball paper of the world. (Includes football section "The Quarterback" during the season). 1886. w. $10.00. J. G. T. Spink, 2018 Washington Ave., St. Louis 3, Mo. illus. stat.

Sports review. 1941. Football illustrated. Issued in August each year. Elbak Publishing Co., Inc., 185 N. Wabash Ave., Chicago Ill.

Golf course reporter; devoted to the establishment and maintenance of turf. (Golf course superintendents association of America). 1933. 8 times a year. Membership. (non-members $3.) Box 106, St. Charles, Ill. illus. index.

Golf digest. 1950. m. $2. Golf Digest, Inc., 611 Davis St., Evanston, Ill. illus.

Golf world. 1947. w. $5. Golf World Publishing Co., Pinehurst, N. J.

Golfdom; the business journal of golf. 1927. m. (Jan.-Oct.) $2. Golfdom, Inc., 407 S. Dearborn St., Chicago 5, Ill. illus. tr. lit.

Golfing. 1933. m. (Mar.-July) $1. Golfing Publications, Inc., 407 S. Dearborn St., Chicago 5, Ill. illus.

M.A.C. golfer. 1915. m. $3. Minneapolis Athletic Club, 615 Second Ave., S., Minneapolis 2, Minn.

Official bowling—fencing—golf guide. 1954/56. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official golf guide, with the official U.S.G.A. rules. 1947. a. $1. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Professional golfer. 1919. m. $3. Professional Golfers Association of America, 134 N. LaSalle St., Chicago 2, Ill. illus.

Sport; baseball, boxing, golf, tennis, track. 1946. m. $3. Macfadden Publications, Inc., 205 E. 42nd St., New York 17, N. Y.

Hockey—Lacrosse

Hockey news; the international hockey weekly. 1947. w. (Oct.-Apr.); m. (May-Sept.) $3. Ken-Will Publishing Co., Ltd., Room 309, Empire Life Bldg., 1434 St. Catherine St., W., Montreal, Quebec, Canada. illus.

Official field hockey—lacrosse guide, with official rules. 1939. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N.W., Washington 6, D.C.

Official ice hockey guide, including the official rules. 1928/29. $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official lacrosse guide, including the official rules. 1909? $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official national hockey guide; professional hockey's official rule and record book. 1932. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official recreational games, bowling, track and field hockey. 1938. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official rules for ice hockey, speed skating, figure skating and curling. 1925. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Motorcycling, Bicycling

American bicyclist and motorcyclist. 1879. m. $3. Cycling Press, Inc., 461 Eighth Ave., New York 1, N. Y. illus.

American motorcycling. 1947. m. $2. Motorcycle and Allied Trades, Westville, Columbus, Ohio.

Cycle. 1950. m. $3.50. Clymer Publications, 1268 S. Alvarado St., Los Angeles 35, Calif.

Enthusiast; a magazine for motorcyclists. 1926. m. 50c. Harley-Davidson Motor Co., 3700 W. Juneau Ave., Milwaukee 1, Wis. illus.

Motorcyclist. 1912. m. $3. Western Journal Co., Inc., 1035 E. Green St., Pasadena 1, Calif. illus.

Motorsport, 1950. m. $2. Joseph J. Hardie, Publisher, 215 Fourth Ave., New York 3, N. Y.

Shuffleboard

National shuffleboard news. 1949. m. $1. Orange, N. J. illus.

Soccer

Official soccer guide; including the official rules. 1913. $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official soccer—speedball guide, including field ball for girls and women, with official rules. 1948/50. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N.W., Washington 6, D. C.

Soccer. 1943. m. $1. Soccer Publishing Co., Inc., 308 E. 86th St., New York 28, N. Y.

Softball

Official softball guide. (Amateur softball association). 1929? 50c. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official softball, track and field guide, with official rules. 1939. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N.W., Washington 6, D. C.

Tennis, Squash, Badminton

Canadian sport monthly. 1914. m. $3. Canadian Lawn Tennis & Badminton Co., Ltd., 1638 Sherbrooke St., W., Montreal, Quebec, Canada.

Official tennis—badminton guide. 1946/48. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official tennis guide and yearbook, with the official rules. 1941. $1. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Professional tennis and the tennis world. 1938. m. $2. Professional Tennis, Inc., 321 Broadway, New York 7, N. Y. illus.

Sport; baseball, boxing, golf, tennis, track. 1946. m. $3. Macfadden Publications, Inc., 205 E. 42nd St., New York 17, N. Y.

World tennis. 1953. m. $3. Gladys M. Heldman and Gardner Mulloy, Publishers, 316 E. 61st St., New York, N. Y.

Track and Field

Official recreational games, bowling, track, and field hockey. 1938. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official softball, track and field guide, with official rules. 1938. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official track and field guide, with official rules. 50c. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official track and field handbook. 1955? $1. Amateur Athletic Union of the United States, 233 Broadway, New York 7, N. Y.

Sport; baseball, boxing, golf, tennis, track. 1946. m. $3. Macfadden Publications, Inc., 205 E. 42nd St., New York 17, N. Y.

Track and field news. 1948. m. $3. Bert Nelson, P. O. Box 296, Los Altos, Calif.

WINTER SPORTS

Skating, Skiing, Etc.

American ski annual and skiing journal. 1949. q. $2. National Ski Association of America, P. O. Box B, Barre, Mass.

Arena, parks and recreation. 1953. m. $3. Eddie Sargent, 868 2nd Ave., E., Owen Sound, Ontario, Canada.

Eastern ski bulletin. 1952. 7 times a year. $2. United States Eastern Amateur Ski Association, 30 Huntington Ave., Boston, Mass.

Eastern ski magazine. 1948. 6 times a year. $1. Hewitt V. Penny, 18 Dindor Terrace, Waltham, Mass.

Michigan skier. 1954. s-m. (Nov.-Mar.); m. (June and Aug.) $1.50. Frank W. Dunham, Corunna, Mich.

Official aquatics synchronized swimming, winter sports and outing guide. 1941/42? 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Rink management. 1954. m. Free. Adrian Rose, Publisher, 103 West 42nd St., New York, N. Y.

Roller derby news. 1947. m. $1. R. D. News, Inc., Empire Hotel, 63d St. and Broadway, New York 23, N. Y.

Skating. (United States figure skating association; Canadian figure skating association) 1923. 8 times a year. $3. 30 Huntington Ave., Boston 16, Mass. illus.

Skating news. (RSROA of America) 1944. m. (Oct.-June) $1.50. Box 857, Detroit 31, Mich. illus.

Ski magazine. 1948. 6 times a year (Nov.-Mar.) $2. William T. Eldred, Publisher, Hanover, N. H. illus.

Skier. 1947. s-m. (Oct. 15-April 1) Jaffe Publications, 634 N. San Vicente Blvd., Los Angeles 46, Calif.

Skiing. (National ski patrol system) 1948. s-m. (Nov.-Mar.) $2. Skiing Publishing Co., 7314 W. Colfax Ave., Denver 15, Colo. illus.

CALISTHENICS

Gymnastics, Indoor Activities

Basketball

Official basketball and official rating guide for women and girls, containing revised rules. 1905/06. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official basketball play situations. (National federation of state high school athletic associations) 50c. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official basketball guide. 1951? $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official National Collegiate Athletic Association basketball handbook for coaches and officials, containing the National Basketball Committee official rules. 1948/50. $1. National Collegate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Sports review. Basketball illustrated. 1941. Issued in December each year. Elbak Publishing Co., Inc., 185 N. Wabash Ave., Chicago, Ill.

Billiards and Bowling

Billiards magazine. 1943. m. $1.50. 836 Agatite St., Chicago 40, Ill.

Bowling magazine. 1934. m. $2.50. American Bowling Congress, Inc., 1572 E. Capital Dr., Milwaukee 11, Wis. illus.

Broome bowler and sports journal. 1944. w. $2. H. J. Granger, 52 Broad St., Johnson City, N. Y.

California bowling news. 1940. w. $2. (Printed in two editions: Northern California-San Francisco ed.; Southern California—Los Angeles ed.) 1902 Broadview Dr., Glendale 8, Calif.

National bowlers journal and billiards revue. 1913. m. $4. National Bowlers Journal, Inc., 506 S. Wabash Ave., Chicago 5, Ill. illus.

Official bowling—fencing—golf guide. 1954/56. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official bowling guide, including the official rules and regulations. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Official recreational games, bowling, track, and field hockey. 1938. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

Woman bowler. 1936. m. (Sept.-April); bi-m. (May-Aug..) $1.50. Woman's International Bowling Congress, Inc., 4634 W. Francisco Ave., Chicago 25, Ill. Illus.

Boxing and Wrestling

Boxing and wrestling. 1951. m. $3, Joseph Weider, 16 Hopkins Ave., Jersey City, N. J.

Boxing life. 1953. q. $3.25 for 12 issues. 270 Park Ave., New York 17, N. Y.

N. W. A. Official wrestling. 1951. m. $3. 1472 Broadway, New York 36, N. Y.

Official boxing guide, including the official rules. 1933. $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Official wrestling guide, including the official rules. 1927/28. $1. National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

Ring; the world's foremost boxing magazine. 1922. m. $3. Ring, Inc., Madison Square Garden, 307 W. 49th St., New York 19, N. Y. illus.

Sport; baseball, boxing, golf, tennis, track. 1946. m. $3. Macfadden Publications, Inc., 205 E. 42nd St., New York 17, N. Y.

Wrestling as you like it. 1947. w. $5. Wayli, Inc., 817 Grace St., Chicago 13, Ill.

Fencing

American fencing. (Amateur fencers league of America) 1949. 6 times a year. Membership (non-members $3). 81 Ridgewood Terrace, Chappaqua, N. Y. illus.

Official bowling—fencing—golf guide. 1954/56. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Volleyball

Official recreational games and volleyball guide. 1951/53. 75c. American Association for Health, Physical Education and Recreation. National Section for Girls' and Women's Sports, 1201 16th St., N. W., Washington 6, D. C.

Official volleyball rules as adopted by the United States Volleyball Association. 1916/17. A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

CAMPING

Camping magazine. 1926. m. (Nov.-June); s-m. (Mar.) $5. American Camping Association, 705 Park Ave., Plainfield, N. J. bk.rev. illus.tr.lit. index. Indexed: Educ.Ind.

DANCING

American squares; magazine of American folk dancing. 1945. m. $2.50. Rickey Holden, Publisher, 2117 Meadow Lane, Arden, Wilmington, Del. illus. record rev.

Arkansas round-up. 1950. m. $1.50. Box 15, Little Rock, Ark. illus.

Country and western jamboree. 1955. m. $2.50. 2001 Calumet St., Chicago 16, Ill. illus.

Country dancer. 1940. 4 times a year. $1. Country Dance Society, Inc., 31 Union Square, W., New York 3, N. Y. illus.

Dance magazine. 1927. m. $5. 231 W. 58th St., New York 19, N. Y. bk.rev. dance rev. illus, record rev.

Dance news. 1942. m. Sept.-June). $3. Dance News, Inc., 119 W. 57th St., New York 19, N. Y. dance rev. illus.

Dance observer. 1934. m. (Oct.-May); bi-m. (June-Sept.) $2. 55 W. 11th St., New York 11, N. Y. bk. rev.

Fiddle and squares; Wisconsin's own square dance magazine. 1950. m. $1.50. 2911-AN. 5th St., Milwaukee 12, Wis. illus.

Folk dance bulletin. 1952. m. $2. Cosmopolitan Folk Dance Group, Eugene Tso, 552 Riverside Drive, New York 27, N. Y.

Folk dancer. 1941. irreg. $3. Michael Herman, Box 201, Flushing, Long Island, N. Y. bk.rev. illus. record rev.

Foot'n fiddle. 1947. m. (Sept.-June) $2. Foot'n Fiddle Publishing Corp., 8108 Star Blvd., El Paso, Texas. illus.

Hoof prints. 1950. m. $2. Julius S. W. Bates, Publisher, 3709 N. 7th St., Phoenix, Ariz.

Hoosier square dancer. 1953. m. $2.75. R. R. 9, Maysville Rd., Fort Wayne 8, Ind. illus.

Let's dance; the magazine of folk and square dancing. 1944. m. $2.50. Folk Dance Federation of California, 420 Market St., San Francisco 11, Calif. illus.

New England caller; news and views of New England square dancing. 1951. m.? $1.50. 1621 Bancock St., Quincy 69, Mass.

On the square; a monthly bulletin on square and folk dancing. 1950. m. Price not given. D. Anderson, Box 142, Hyannis, Mass. (Processed)

Promenade; a magazine of American folk lore. 1940. 10 times a year. $1.50. American Square-Dance Group, 550 Riverside Drive, New York 27, N. Y. bk. rev. illus.

Rosin the bow; for folk and square dancers. 1945. q. $1. Rod La Farge, 115 Cliff St., Haledon, Paterson 2, N. J. bibl. illus.

Roundup; the complete magazine for dancers and callers. 1948. m. $1.50. Folk Dance Federation of Minnesota, Box 51, University Station, Minneapolis 14, Minn. illus. index.

Sets in order; the magazine of square dancing. 1949. m. $2.50. 462 N. Robertson Blvd., Los Angeles 48, Calif. illus.

Viltis. 1941. 6 times a year. $2. V. F. Beliajus, Publisher, 1550 Tenth Ave., San Diego 1, Calif.

EUGENICS

Eugenics quarterly. 1916. q. $3. American Eugenics Society, 230 Park Ave., New York 17, N. Y. abstr. bibl. bk.rev. index. Indexed: Biol.Abstr. P.A.I.S. Psycho.Abstr.

Journal of heredity. 1914. bi-m. $7. American Genetic Association, 1507 M St., N. W., Washington 5, D. C. bibl. bk.rev. charts. illus. index. Indexed: Agr.Ind. Biblio.Ind. Biog.Ind. Biol. Abstr. Chem. Abstr. Psycho.Abstr. Q.C.Ind.Med.

FOODS

Diet, Nutrition, Etc.

American dietetic association. Journal. 1925. m. $6. Room 410, 620 N. Michigan Ave., Chicago 11, Ill. abstr. bibl. bk. rev. charts. index. Indexed: Biblio. Ind. Biol.Abstr. C.L. Med.Lit. Q.C.Ind.Med.

American journal of clinical nutrition; an international journal reporting the practical application of our newer knowledge of nutrition (Summaries in several languages) q. $6. Nutritional Press, 1631 Walnut St., Allentown, Pa. abstr. bibl. bk.rev. charts. illus. index. Indexed: Biol.Abstr. C.L.Med.Lit. Chem. Abstr. Nutr.Abstr. Q.C.Ind.Med.

American journal of digestive diseases and nutrition. 1934. m. $6. Candfield Publishing Co., 229 W. Berry St., Fort Wayne, Ind. abstr. bibl. bk.rev. illus. Indexed: Biol.Abstr. C.L.Med.Lit. Chem.Abstr. Q.C.Ind.Med.

American journal of gastroenterology. 1934. m. $5. National Gastroenterological Association, Inc., 146 Central Park, W., New York 23, N. Y. abstr. bibl. bk.rev. illus. Indexed: Biol.Abstr. C.L.Med.Lit. Chem.Abstr. Q.C.Ind.Med.

American vegetarian; the exponent and representative of vegetarianism in all its phases. 1944. m. $2. Vegetarian Bldg., 520 Cypress St., Pismo Beach, Calif. bk.rev. illus.

(Continued next issue)

The College Physical Education Association

J. Grove Wolf

THE 59th ANNUAL MEETING of the Association, one of the best in years, was held at the Plaza Hotel, Daytona Beach, Florida, December 28-30, 1955. The convention focussed its attention on the major activities and contributions of the Association's committees and related subcommittees during the past year.

The first general meeting was held Wednesday morning, December 28, featuring a discussion of CPEA committee assignments, analysis of Association activities, and a discussion of the purposes of the CPEA. Dr. A. S. Daniels, Ohio State University, presided over the presentations and panel discussion and Dr. Francis analyzed the Association Proceedings which had been published between 1930-1954. Out of approximately 507 articles which had been included 25% dealt with committee reports, 30% with the service program, 12% with intramurals, 10% with teacher education, 7% with athletics, and the rest with miscellaneous materials. The obvious need for BASIC RESEARCH was evident when it was discovered that only two articles had been included on this topic over the above period.

Victor M. Moore, Kent State University, was chairman of the Intramural Sports Section Meeting, centered on the general topic, Highlights of the Washington Conference on Intramural Sports for College Men and Women.

The Curriculum Research Section meeting was also held Wednesday morning with Dr. Henry J. Montoye presiding. Dr. Wynn Fredericks, University of Southern California, discussed the topic, "What Values Shall We Seek?" He emphasized the need for examining critically the present situation, what has been accomplished, and a unified attack on new problems. The pressure to eliminate required physical education is a definite problem in many states, as evident by the recent repeal of such a requirement in the State of Oregon.

Howard Leibee, University of Michigan, presided over the Required Service Program Section meeting with the presentation by Dr. H. E. Kenney, University of Illinois, of a paper, "Exercise and Sports Habits of University of Illinois Graduates." He indicated that 97% of Illinois graduates participate in sports and exercise one or more times each year, 34% had not participated in any of the sports activities which they studied in the Service Program while the remaining 66% had participated in sports learned in the Service Program. The presentation was followed by a panel discussion, "How We Do It."

The convention highlight was the address by CPEA President, Dr. S. C. Staley, University of Illinois, Wednesday afternoon, entitled, Next Steps in College Physical Education. He made four basic proposals: (1) Change the title of the program to Sports, or optionally, Sports and Exercise; (2) Expand the program in Research; (3) Expand the program in Scholarly Activity; and (4) Expand the Appreciation Phase of the Program. The paper was well documented with such interesting facts as: The nation spends fifteen to twenty billion dollars annually on sport, each family owns over $300 worth of sporting goods, approximately 2,000,000 persons earn all or a substantial part of their living from sport, and there are about 5,600 full-time four-year college teachers (4,200 men and 1,400 women) of physical education in this country. Further evidence was presented which makes this paper a "must" for every physical educator.

The second general meeting was held Wednesday afternoon, with Dr. A. S. Daniels, Ohio State University, presiding. A further discussion of CPEA activities centered around presentations followed by a panel discussion under the chairmanship of Dr. Robert J. Francis, University of Wisconsin.

Later the same afternoon three sectional meetings were held. The Tests and Measurements section, with Dr. Henry J. Montoye as chairman, discussed the topic, The Physical Capacities of College Men.

Dr. C. H. McCloy, University of Iowa, and A. E. Fourier, University of South Carolina, presented an interesting and practical demonstration in another section meeting on The Promotion of Physical Fitness Exercises. Much interest was in evidence at the Foreign Relations section meeting in presentations by Dr. E. F. Zeigler, University of Western Ontario, on "Here and There Around the World," and an illustrated talk by Dr. John E. Nixon, Stanford University, on "Physical Education and Athletics in Egypt."

The third general meeting was held Wednesday evening under the co-chairmanship of Dr. T. K. Cureton, University of Illinois, and Dr. Ben H. Massey, University of Maryland. Brief presentations were centered on Future Needs for Basic Research in Physical Education.

An interesting and meaningful discussion of these papers was held Thursday afternoon. Dr. Joseph Wolffe, M.D., an outstanding cardiologist, stated,

> "You people in physical education have, through your sports and exercise programs, the greatest prophylaxis treatment that I know anything about in the reduction of cardiovascular disease. I have seen continued evidence as to the value of exercise with my patients at the Wolffe Clinic and Valley Forge Heart Institute."

Dr. Steggerda, Professor of Physiology at the University of Illinois, said,

> "Continue your curiosity to find the answers to the questions discussed and your profession will continue to grow as long as you continue such curiosity."

Dr. C. A. Bucher, New York University, presided over the Problems of College Physical Education section meeting held Thursday morning. Reports were given which emphasized desirable trends that the College Physical Education Association should support.

The Required Service Program section met at the same time to discuss the general topic, Implementing the Washington Conference on Physical Education for College Men and Women. The meeting was led by H. W. Schnell, University of Florida.

H. A. Shenk, University of Kansas, had charge of the Teacher Education section meeting.

Programs on Contributions to Literature and Professional Advancement, Outdoor Education and Camping, and Curriculum Research were also held on Thursday morning. Dr. K. J. McCristal, Michigan State University, presided over the Professional Advancement meeting. A good discussion followed the presentations.

The meeting on Outdoor Education, under the direction of Dr. R. D. Merrick, Southern Illinois University, heard presentations on the Philosophy of the Total Outdoor Education Program, and what is being done in various sections of the country on Outdoor Education.

Dr. Howard G. Danford, Florida State University, presided at the section meeting on Curriculum Research at which Dr. J. H. Shaw, Syracuse University, read an interesting and meaningful paper on "The Operation of a Value System in the Selection of Activities and Methods of Instruction." The presentation was followed by group discussion.

Thursday afternoon sectional meetings were held on Recruiting Desirable Students for the Profession, with Dr. S. B. Sudduth, George Peabody College, in charge; a further meeting on Teacher Education centering on Student Teaching Experiences was presided over by H. A. Shenk, University of Kansas.

The Annual Business Meeting was held Thursday afternoon with President S. C. Staley, University of Illinois, as chairman. Reports were received from the various committees of the Association. New officers were elected and took office immediately: Ernest B. Smith, University of Georgia (President), Dr. A. S. Daniels, Ohio State University (President-Elect), Dr. William F. Meredith, University of Pennsylvania (Member-at-large), and Dr. Dick E. Jamerson, University of North Carolina (re-elected Secretary-Treasurer). The Sixtieth Annual College Physical Education Association Meeting will be held next year in Columbus, Ohio, December 27-29, 1956.

The Convention Banquet was held Thursday evening, with Dr. W. F. Meredith as toastmaster. Interesting, stimulating, and informative talks were given by R. L. Neale, Assistant Publisher, Sports Illustrated, on "A Magazine Views the World of Sport" and by our own Dr. Jay B. Nash, Brigham Young University, on "India, A Land of Contrasts." This talk was illustrated by colored slides.

The Intramural Sports Section, Problems of College Physical Education Section, and Aquatic Section, held simultaneous meetings Friday morning. H. S. Cherry, University of Florida, served as Chairman of the Intramural Sports Section Meeting.

A continued meeting of the Problems of College Physical Education was again under the direction of Dr. C. A. Bucher, New York University.

The newest section, Aquatics, had a very interesting and informative meeting under the direction of Richard H. Pohndorf, University of Illinois. A discussion and demonstration of Skin and Scuba Diving was given by Adolph Kiefer, Dick Pohndorf, and members of the Daytona Beach Skin Divers Club. Scuba Diving equipment is an $80,000,000 industry (1955) and the trend is upward! It has been estimated that there are 150,000 Scuba Divers in the United States and 556 organized Diving Clubs.

Dr. C. H. McCloy, University of Iowa, served as chairman of a panel discussion on The Promotion of Scholarship in Physical Education. The discussion continued past the noon hour, which gave some indication of the tremendous interest and concern for this particular topic.

The final section meeting, Physical Education and Inter-collegiate Athletics, was held late Friday morning and was under the chairmanship of Dr. L. K. Butler, Oberlin College.

The final general meeting was held Friday afternoon with Dr. T. K. Stanley presiding. The topic discussed was the President's Conference on Physical Fitness of Youth. Much interest was shown by the audience in the presentation by R. O. Duncan, from West Virginia University, President-elect, and G. F. Anderson, Assistant Executive Secretary, American Association for Health, Physical Education, and Recreation. Numerous questions from the floor followed. It was generally agreed that the profession had gained stature from its share in planning the conference (postponed because of President Eisenhower's illness), and that the affair would probably be held in the spring.

A final Executive Council meeting held late Friday afternoon officially brought to a close the annual meeting. More complete details, as well as summaries of most of the meetings, will appear in the annual Proceedings of the Association. Interested persons may purchase copies from Dr. Richard E. Jamerson, Department of Physical Education, University of North Carolina, Chapel Hill.

Why Physical Education?

Dennis Rigan

WHY INCLUDE ATHLETICS and physical education in the school curriculum? Is it necessary when one considers the time and the cost of equipment, facilities, and salaries? Is physical education just another frill? These questions and many more have been asked of the physical educator, principal, superintendent, and school board members. The answers are not simple.

Modern methods of teaching involve to a great degree the ideas of student participation, learning through doing, and learning by actual experience. The modern-day expanded curriculum is based on this concept of action, reaction, and transaction. But how does physical education fit into this concept?

Growth and Development

The people of the United States are an energetic people, constantly building and changing the environment. It is a highly functional, dynamic society, with a great premium on action. Why? Because human beings are impelled by instinctive and external forces to attempt certain modifications of their environment. From babyhood on they want "to do something" whether is be aimless or purposeful.

As the infant progresses, the aimlessness of infantile manipulation of the environment develops into an organized pattern, whether constructive or destructive. The parents, in infancy and early childhood, are probably most responsible for the types of muscular patterns and responses that each child begins to learn and to make.

Then comes school life and the influences of other children and teachers. The environment grows continuously larger and the manipulations and activities increase in number, scope, and complexity, thus demanding a more skillful and efficient action. This is the time when it behooves the school to implement programs of physical skills learning, in which the individual may learn to use what he has been endowed with to the maximum of his potential. Thus, the greater number of physical skills an individual possesses, the more functional an individual he will be. Every parent wants his child to be able to do many, many things, and to do them well.

Activity

Inasmuch as the foundations of the learning experiences are based on activity, then the muscular system is brought into use, whether it be in writing, playing a piano, speaking, or operating a machine in a woodshop class. There can be no activity unless the muscular system is involved in one manner or another. Ray Montgomery, research associate in the social sciences at the University of Chicago, makes the statement that

> "activity is the sourse of all actual human growth . . ., and the progress in growth both physical and mental occurs only when the person meets the right activity at the right time, and when he is prepared by past experience to benefit from that activity".[1]

If it is granted that activity is the source of all actual human growth, then it is imperative for our educational institutions to educate our students so that each will learn to use his body to the maximum of his potential, so that he will be a more skillful and efficient individual.

There are many fine programs of physical education in America. However, there are perhaps many more poor programs in which students go through all kinds of routines and activities without gaining either better health or becoming more skilled. The important factor to consider is not activity for activity's sake, but activity for a purpose. This means guided activity that will lead to more effective and skillful use of the body.

The Basic Aim

Physical education has often been justified in the school curriculum on the basis of its healthful, social, and psychological values. Most educators will agree that these values can accrue. However, they accrue as by-products, or as concomitants of the activity or the situation itself. Indeed there are times when the social, psychological, and health objectives need to be stressed, but it is of more importance that each child be prepared to lead a *useful, active,* and *worthwhile existence.* This is the basic aim of all education.

[1] Montgomery, Ray, "John Dewey and the Double-Edged Danger." Phi Delta Kappan (January 1953), p. 114.

CONVENTIONS

Midwest (with National)
Chicago, March 24-30

Central
Colorado Springs, April 11-14

Northwest
Spokane, April 11-14

Eastern
Atlantic City, April 22-26

The Comparison of Marks and Marking Systems

I. F. Waglow

THE PURPOSE OF THIS STUDY was to investigate the relationship of two different marking procedures in physical education. It also served to investigate the outcome when certain variations were made in arriving at a final mark.

In the first system the raw scores from skill tests, written tests, and physical fitness tests were converted to letter marks based on a 6-22-44-22-6 percentage distribution. These letter marks were then given numerical values based on A-4, B-3, C-2, D-1, and E-0. To determine the final letter mark, these numerical values based on letter marks from the various tests were added together, with skill test having double weight, written test single weight, and physical fitness test single weight. Table 1 was the conversion table to convert these total points to the final letter mark.

TABLE I
CONVERSION TABLE

Total Points	Letter Mark
14-16	A
11-13	B
8-10	C
4-7	D
0-3	E

The distribution of the final letter marks for the sample of 217 individuals from various classes as determined by the first system is shown in Table 2.

TABLE II
FREQUENCY OF LETTER MARKS BY CLASSES

Letter Mark	REHLING Golf	MOONEY Handball	HARLAN Swimming	POTTER Tennis	BRACKEN Softball Tag Football	REISINGER Softball Tag Football	STEPHENS Softball Tag Football	McCACHREN Volleyball Basketball	LEE Waterfront Leadership	Total
A	1	0	1	1	0	3	5	3	1	15
B	3	3	3	1	10	5	9	10	9	53
C	6	12	10	8	17	8	7	11	11	90
D	8	5	11	6	8	2	9	2	3	54
E	2	1	2	0	0	0	0	0	0	5
										217

The second system of marking is based on the use of T-scores (1). T-scores were established for the skill tests and written tests in each activity, and for the physical fitness test. The raw scores for the individuals were converted to T-scores which were then added together, with skill test having double weight, written test single weight, and physical fitness test single weight. The distribution of scores for the second system is shown in Table 3.

The distribution of marks from the first system was 15 A's, 53 B's, 90 C's, 54 D's, and 5 E's. This distribution of marks was applied to the final numerical T-score by arranging the total T-scores from the highest to the lowest. The individuals with the highest scores were given an A, the next 53 highest scores were given a B, the next 90 scores were given a C, the next 54 scores were given a D, and the lowest 5 scores were given an E.

In comparing the letter marks for each individual as obtained from the two systems, it was found that of the 217 individuals, 36 had their mark lowered one letter mark and 34 had their mark raised one letter mark.

Since 32% of the individuals in this study had different marks under the two systems, a complete analysis should be made to determine which system gives the most valid results.

Effect of Weighting in Marking

In another phase of this study, analysis was made to determine the effect of doubling the skill test versus weighting the skill test as one. The individual's final T-score which had been obtained by allowing the skill test to have double weight, written test single weight, and physical fitness test single weight, was compared with the individual's final T-score which had been obtained by allowing the skill test to have single weight, written test single weight, and physical fitness test single weight.

TABLE III
FREQUENCY OF TOTAL T-SCORES BY CLASSES

Total T-Score	REHLING Golf	MOONEY Handball	HARLAN Swimming	POTTER Tennis	BRACKEN Softball Tag Football	REISINGER Softball Tag Football	STEPHENS Softball Tag Football	McCACHREN Volleyball Basketball	LEE Waterfront Leadership	Total
270-279	0	0	0	0	0	1	1	0	0	2
260-269	0	0	1	0	0	2	2	1	0	6
250-259	1	0	1	0	1	4	2	1	0	10
240-249	1	4	0	1	2	0	2	2	3	15
230-239	1	4	4	0	1	2	5	2	4	23
220-229	5	2	1	3	4	2	4	1	7	29
210-219	3	2	1	1	8	3	2	6	4	30
200-209	1	4	4	1	4	0	3	8	0	25
190-199	3	0	9	2	7	1	3	0	2	27
180-189	3	2	3	2	4	1	5	3	2	25
170-179	1	0	1	3	4	1	1	1	0	12
160-169	0	1	0	2	0	0	0	1	0	4
150-159	1	0	1	1	0	1	0	0	2	6
140-149	0	2	1	0	0	0	0	0	0	3
										217

It was found that the correlation of the final T-scores using the Pearson Product-Moment method was .96±.004. This would seem to indicate that it is useless to double the skill test since the result in the ranking of the students was not significantly changed.

It is a common practice in physical education for the instructor to give each student a subjective rating for purposes of determining the final mark. In this study the subjective analysis (2) was done by breaking it down into attendance, improvement, participation, and attitude. The student was rated in each of these items giving 5 for excellent, 4 for good, 3 for average, 2 for below average, and 1 for poor. These numerical ratings were then added together and T-scores established. In order to assist in this subjective analysis, a rating chart was devised.

The relationship between skill test, written test, and physical fitness test versus skill test, written test, physical fitness test, and subjective analysis was correlated by the Pearson Product-Moment method and found to be .92±.007. This would seem to indicate that the inclusion of a subjective analysis by the instructor as a part of the final mark changed the standing of some individuals.

In making a comparison between the influence of doubling the skill test score and the inclusion of a subjective analysis by the instructor this study indicates that the subjective analysis influenced the final mark slightly more than doubling the skill test score.

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GOOD SPORT

The ball was out, but I said, "In."
It's not so good to always win.
He drove one deep and rushed to net,
I gave him one not hard to get.
My backhand was a sorry sight,
I elbowed, pushed with all my might.
My overhead was just appalling,
My ground strokes needed overhauling.
The points were close, what could I do,
He had me set, five games to two?
I knew his points were all unearned,
My temper rose, my conscience burned.
But I just smiled. I was not cross,
Sometimes it's best, the game to toss,
Especially when the guy's your boss.

(Unknown)

Small Group Activity

George Usher

HAVE YOU EVER NOTICED a group of children take part in a "wheelbarrow" race, or see two children "Indian wrestle", or a few boys play "keep away" with a basketball? Those children all seem to be happy, they seem to be putting out a lot of energy, and they seem to improve quickly as the game goes along. When they don't do it right, the games seem to bring their own type of penalty. Children doing this type of activity, or groups of pupils in this type of grouping, give us teachers an excellent opportunity to put forth our best work with excellent results.

In the present day, we seem to be overflowing with children in our schools; our gymnasiums have become auditoriums or basketball floors, our equipment or apparatus has to be mobile and easily stored away. When your pupils use each other as "equipment" what could be more mobile and more easily "stored away" after the class?

One Against Three

The day should be long past when children line up in long rows down the floor, as this is no economy in spacing, no help in watching movement, and the sight should only gladden the eye of a grower of poplar trees. At the other end of the class arrangement plan, have you ever been present when the whole purpose of the class seems to be that the school provides some equipment, a list of games, and a competent whistle blower whose function seems to be to start and terminate games? In this type of class function you have no doubt noticed the number of children who show little interest, and you have also observed how little active any one pupil is over the whole lesson time.

Wheelbarrows

Small Group Activity seems to offer one of the best methods of assuring each pupil the maximum amount of activity, with or without external restrictions (psychological or physical), in the very limited time at our disposal, and for all age groups. Pupils find that working with a partner or partners, consciously or unconsciously, sets a challenge, not to succeed in the activity because the teacher says so, but for personal satisfaction and personal prowess. The pupil may feel that he or she is a mere cog in the big group, but a big wheel in the small group. A healthy sense of competition can be developed and a sense, too, of being a team member can be developed in many activities.

As far as the body mechanics are concerned we have the advantage in that an external resistance, or an external impetus in the form of one or more partners can be used to strengthen, stretch, or mobilize muscles, more than is normally possible with the pupil working as a unit.

Educationally, the pupil learns more, faster, and with a greater understanding of how or why the body functions as it does.

This does not mean that we put an end to all our present ideals or objectives but rather that we adapt much of the material we are now using in our lesson plans so that small group activity can be used.

Should you be one of those whose class has difficulty in confining itself within four walls—then here is an excellent medium for your work; if you have unlimited space, you are more fortunate than most!

More Basic Methodology, Please!

Ralph Wickstrom

A GLARING DEFICIENCY in our professional students today is their lack of background for approaching the problem of teaching basic skills. We cannot expect students to become teachers merely upon securing a degree or a certificate. They must be equipped with some sound methods of teaching, preferably methods that they have practiced in their own learning or have employed in a student teaching situation. If the physical education teacher could begin his first job armed with definite methods of teaching the more common and basic activities, he would do a better job immediately and could forego part of the traumatic trial-and-error period of the beginning teaching experience.

Better Experiences

The hackneyed expression "teachers tend to teach as they have been taught" is more true than we suspect. Teacher training institutions should grasp this truth and utilize it to the fullest extent. This is especially true with regard to the teaching of physical skills. The educational principle that individuals learn better by doing is apropos in this situation. Since teachers draw upon their experiences for methods of teaching, they must be provided some pertinent experience while they are students. It is virtually impossible to provide methods for teaching an adequate number of skills in one theory course in methodology. Beginning teachers cannot be blamed for their lack of "know-how" when the inadequacy can be traced to their dearth of experience and to their superficial training. A long stride in the direction of solving this problem is quite easy.

Presentation

As physical education major students are being taught the basic skills and activities, they should also be taught a method of presenting them to others. It may be necessary to assume that the students have zero knowledge of the activity. While there may be some objections to this proposal, the advantages will outweigh the disadvantages in most instances. A mistake too frequently made is to assume that physical education majors have knowledge of most activities and possess above average skill in all sports. If the high school programs in physical education were ideally planned and carried on that would be a valid assumption. However, the well-rounded high school program is the exception rather than the rule. With better prepared high school teachers in the field who possess the ability to teach many skills effectively, the secondary school programs may be strengthened with a corresponding improvement in the preparation of future physical education majors.

The beginning teacher has relatively little experience other than the school mileau upon which to base his action. He is dependent upon a small amount of experience and accordingly, the professional training school is obligated to provide as rich and prolific a background as possible in a limited amount of time.

Observation

If the instructor of a tennis, basketball, wrestling, swimming or any other activity class is using an excellent method of presentation, the students should be made aware of that method as well as the material. This presupposes some "directed observation" so that the prospective teacher realizes the full value of his experience. The instructor must, however, avoid stressing the idea that his method is the one "best method" for teaching the activity. Many teachers have their own methods which have proved successful in their particular situations and which can be justified according to acceptable educational and psychological principles.

On the other hand there are instructors who consider the teaching of activity courses a necessary evil. These individuals spend practically no time in preparation and give little thought to the various methods and approaches to teaching each activity. The incompetence of such a teacher is at least partially due to his attitude toward his task. He fails to understand the extreme importance and value of this particular phase of professional training for the undergraduate.

Concluding Statement

If we remove our rose-colored glasses for a moment we may find a woefully inadequate program in the skills areas of our professional curricula. This is a serious weakness which must be corrected if the professional student is to be adequately prepared to meet the challenge in the field. Improvement in teaching activity classes to major students could bring the theoretical and the practical aspects of the curriculum closer together; it could serve to integrate the entire school experience.

Let us reflect upon the problem of more basic methodology, please and then let's do something about it!

It's fine to believe in yourself. Just don't be too easily convinced.

—Illinois Bell News.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University High School, Ann Arbor, Michigan.

Group Organization Procedures[1]

SQUADS. One of the most common and frequently utilized organizational procedures in physical education is the use of pupil grouping by squads. The squad organization is recommended as a convenient method for handling much of the class routine in an efficient manner; it is suited to the practice of fundamental skills and individual athletic events. It offers opportunities for pupil leadership, motivates group interest and creates a permanent structure within the class which provides bases for instruction, group and intra-group participation and evaluation. The size of the squad may vary from six to twelve members with six to eight recommended. The groups should be equal in ability in activities wherein intra-group competition is involved. The squads may function for any given period from a few weeks to a season, semester, or full year, depending upon the specific purposes for which they might have been established.

Teams. This procedure, though similar to the squad organization, creates units in a particular activity and the group functions only while in participation in that activity. The duration of the team organization may be for the length of an intra-class tournament of a few class periods or it might exist throughout a seasonal unit in any of the team sports.

Interest groups. There is also the practice of organizing groups on a basis of similar interests and needs. This plan is desirable in an elective type program, or in a remedial type activity conducted within the skeleton of the regular physical education class. In the latter instance such a grouping would facilitate instruction while in the interest grouping on a basis of elected activities, motivation problems would be largely eliminated and pupil participation should be at a high level of personal satisfaction.

Physical education class. The organizational unit of the class just held at the number of students enrolled is a very rough procedure of group organization. Such a minimum grouping might be satisfactory for extremely small classes of less than twenty pupils, but even in such an unusual teaching situation some more definite and permanent group would seem desirable insofar as class organization and management is concerned.

Grade. Quite frequently physical education classes in the secondary school are composed of students from one to four different grade levels. Grouping by grade in such cases might serve a purpose in executing class routines, in the organization for class activity, and in evaluation. Such a grouping should not be employed as a basis for competitive activity between groups from different grade levels.

Social groups. An informal selection of groups by students in terms of friends can be employed as a means of group organization within a class. Such a procedure is conducive to learning, allows group controls to function, and has carry-over values to the community. Grouping on such a basis could be utilized in numerous organizational situations which would vary in the number of persons involved, the duration of the group as a unit, the purposes of the

[1] LEHSTEN, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, pp. 197-200.

organizational scheme, the nature of the physical education program, and the ability of the teacher to integrate the group activities into purposeful and educative accomplishments.

Home room. As mentioned previously in reference to group organization by grade in school, it can be seen that home rooms can also serve as a basis for grouping within a class for organizational purposes since home rooms are frequently composed of students in the same grade for school administration convenience. Here again class grouping in physical education for organizational, instructional, or evaluative purposes may be acceptable but competitive activity between home rooms which differ in grade level is not recommended.

Arbitrary grouping of students. For situations in which a temporary grouping of students is desired for a given class period or a relatively short period of time, organization of groups by counting off numbers and designating like numbers to the same group or some other mechanical method of devising groups can be utilized. The underlying purposes of the breakdown determine the need for equating the groups by height, weight ability or some other factor in whatever organizational method is employed for grouping the students.

Polio Vaccinations Now

Hart E. Van Riper, M.D.

The Salk vaccine in 1955 cut paralytic polio by at least 76 per cent in vaccinated children, as compared with those who received no vaccine. Some 1,200 to 1,300 youngsters were spared from the disabling disease!

This is good news, but 1956 can bring even better results. Vaccine supplies should be sufficient for *all* children in the susceptible age groups for whom it is requested. Many thousands can be protected if parents will act *at once.*

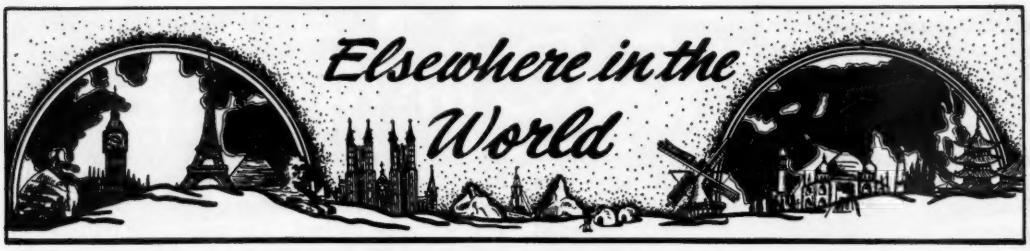
The time element is important. Children must receive their first two vaccine shots *before* the coming epidemic season. It will take many weeks to complete these inoculations. Therefore, vaccinations nationwide must be stepped up *immediately.*

The National Foundation for Infantile Paralysis, although no longer distributing vaccine, is concerned that every parent understand the necessity for vaccinations *now.* Some 35,000,000 informational pamphlets for parents will be distributed through the schools. Through a national public education campaign, every effort will be made to get polio vaccinations into high gear.

At the same time, teachers can render a valuable service by interpreting the need to both parents and children. Here are the facts to guide you:

1. *The vaccine is safe.* Since revised federal safety standards were adopted in May 1955, some 10,000,000 children have received vaccine with a perfect safety record.
2. *The vaccine is effective in preventing paralytic polio.* This was proved in the 1954 field trial, and again in 1955, when first and second grade school children were vaccinated.
3. *Young children must have priority* as long as supplies are limited. Age limits vary from place to place, but usually children from about one to 14 years are receiving vaccine first. More than two-thirds of paralytic polio occurs in this age group each year. It is believed that two doses should be available before the polio epidemic period for every infant and child through age 14 for whom the vaccine is requested.
4. *Parents should secure vaccine through their doctors,* or their children may be eligible for vaccine procured by public health authorities. The federal government has set aside funds to purchase vaccine for distribution to the states. Plans for use of this vaccine vary from place to place. Doctors or health officers can advise parents how the vaccine is being used in a town or county.
5. *Three shots of vaccine are necessary for long-lasting protection.* The first shot should be given *now* and the second, two to four weeks later. The third shot is due about seven months to a year after the second. Vaccine supplies must be used first to meet the demand for first and second shots.

As teachers, in constant association with children, you are anxious to see the threat of polio wiped out. Certainly the vaccine must be used far more widely before polio really is overcome. You have always helped fight this disease, and you will again—to see that vaccinations proceed as rapidly as possible.



Edited by C. O. Jackson

Physical Education in the Netherlands

C. Graamans

WHEN ASKED to write this article, I didn't hesitate to agree. Today, back in Holland, I can't help feeling a little less confident. Now that I've learned to know the American outlook, American terminology and . . . the instinctive resistance of some Americans against European ideas, what shall I say? What can I say to make American readers feel, as I do, that European and American theory—and practice—can supplement each other?

Apart from the language barrier (even my British friends tell me they sometimes find American textbooks very difficult reading!), the different terminology (e.g.: "gymnastics" means work without apparatus in most of Europe!) and the inevitable difference in social and educational outlook, there is an additional difficulty.

What IS the Dutch conception of Physical Education? Holland lies on the crossroads of Europe and for the past half century it has been a battleground of systems, theories and methods of Swedish, Danish, German, French and Austrian origin. Many of the older notions have been swept away on the rising tide of sports, but some of them remain. There is a large group of professional people who continue to argue that "a little of everything" is sound policy. Games, aquatics if possible, a little self-defence, some tumbling and apparatus, and some calisthenics thrown in to promote discipline and good carriage will, according to their way of thinking, provide a well rounded program.

There are those who believe—like many Americans—that physical education should consist exclusively of sports and games, and also those who would take up the cudgels for an exercise program with an occasional game thrown in for the sake of variety.

Personally, I don't belong to any of these groups, and I will risk the wrath of at least a number of my colleagues by representing my own viewpoint as the more desirable position which is becoming more and more generally accepted. I don't believe in any form of "ecclecticism".

The interest in American conceptions is not very strong. Perhaps this is because American textbooks very often present an ideal picture as far as facilities are concerned, which is very far removed indeed from our own situation. Besides, many people here in Europe have the impression—rightly or wrongly—that American schools usually have an extensive competitive sports program, which encroaches upon other and more important functions of the schools, but no physical education program in our sense of the word. As a matter of principle, spectatorsports have no place in the Dutch schoolprograms and, although we have occasional "sports and games days" there is nothing that can be compared to American extramural sports or even intramurals.

I am afraid that our position is rather extreme and perhaps even untenable. On the other hand, I am glad to say that our teachers don't have to do any rationalizing about the "character building influence of sports", about the "competitive basis of life" and so forth.

It will be of interest to American readers that the debatable aspects of American college sports are more widely known than the wholesome side. A few years ago for instance, the West Point scandal, and the fact that some of these boys were offered "athletic scholarships" by other universities aroused much interest and discussion.

A modern integrated conception of physical education is gradually taking shape in the Netherlands. The adherents have no quarrel with intramural sports or even occasional extramurals—at least not on principle. Even so, they are still at variance with generally accepted American theories. At this point I must confess that I am not sure I shall be able to give a clear and satisfactory explanation within the confines of a short article. Perhaps the best way to do this will be by means of comparison.

The American Physical Education Program is

Mr. Graamans is an Inspector of Physical Education in the Netherlands Ministry of Education; Arts and Sciences.

an activity program. Activities are selected from a wide range of games and sports, and on the whole one may say that the more activities a school offers, the better. Participation in many different activities promotes physical and mental-emotional development, social competency and recreational ability. The Physical Educator's task is to select the activities wisely according to sound educational principles, to guide his students through the activity program in such a way as to meet their interests and needs. To the American Physical Educator's mind Physical Education activities are, without exception, recreational activities and hence a program is essentially a recreational or, if you like, a sports program. Physical Education becomes to a large extent "Sports Education".

This is understandable, though not theoretically correct. Never in the past did we have a situation in which the only physical activities people engaged in—and depended upon for their physical and mental-emotional development—were recreational activities. Of course, in 20th century U.S.A. recreation admittedly plays a much larger role than ever before, and education will have to become aware of the implications of the 5 day-week, the 8 hour-day, and the fact that machines have taken the place of muscles.

For developmental purposes, i.e. biological reasons however, a mere recreational program seems theoretically and practically inadequate. An American word that seems most significant to me in this respect is "participation". In accordance with the purposes of a democratic education, boys and girls are induced to participate in a number of activities. In one way or another there is always an element of choice. I hope my readers will not misunderstand me. I wholeheartedly agree with this philosophy. However, I don't think it is complete.

To me—and to most people in Europe I believe —Physical Education does not take the form of a sports and games program though this is an essential phase of physical education. The school situation is essentially a teaching situation and the regular class periods in physical education should not be periods in which pupils are "exposed" to games and sports.

In the first place, children should be taught how to use their bodies or, in other words, they should learn the fundamentals of movement. This does not mean merely those that are important in games, such as throwing a baseball. Ballthrowing and running are important. But so is the ability to handle heavy objects, to carry a load, to push, to pull, to climb etc. *From first to twelfth grade students should be trained in these fundamental activities* if we are to ensure optimal physical development. The human organism can only reach optimal development under the stress of function —of *the whole range* of racial activity. This then is the first thing I would require of the P. E. teacher: he must know how to train boys and girls in *all* fundamentals of movement, how to present the activities in such a way as to keep the children interested, and to regulate the exertion according to their age, sex and specific needs. Contrary to the belief of many American colleagues, there need be nothing "formal" about this kind of work. The teacher should be able to devise hundreds of interesting situations in which, for example, students have to carry heavy

Development of Motor Abilities

loads. And he should teach them the little tricks of how to handle unwieldy objects, how to use their bodyweight when pulling or pushing etc. Jumping is not merely a matter of teaching "the" standardized high jump and "the" broad jump. There are literally thousands of interesting activities that involve jumping, and many of them have great value for the development of coördination and physique.

This kind of activity is the Physical Educator's stock in trade. However, he must not merely have a great variety of activities to present. Methodical progression, a clear-cut picture of the aims of his teaching, a thorough knowledge of the learning process and the various phases of child development are even more essential.

We believe that the fundamentals of movement must be taught for two reasons. First, children should be able to handle their bodies in all kinds of situations and not only in play-situations. In the second place activities like climbing, pushing, pulling, lifting, handling and carrying, and crawling have a very important developmental aspect. For this reason we do not, somewhere along the line, present a course in fundamentals of movement. Through the school years we regularly devote some time to it, under the name of . . . "gymnastics". Many people also include so-called rhythmic exercises and forms of the dance.

"Learning how to move" also implies that children should learn how to carry themselves. I do not say we "teach posture", because this term has given rise to so much misunderstanding. As far as the problem of how to strengthen certain muscle-groups is concerned, our ideas have been drastically revised. To put it very concisely: a teacher may use exercises for the purpose of strengthening certain muscle groups. But he must never forget that he teaches children, not sets of bones and muscles. Consequently, he will select MEANINGFUL exercises on the basis of their influence on the muscle groups concerned. (Example: sitting cross-legged on the floor, throwing a medicine-ball in the air and catching it is a good exercise for the musculature of the back. The children merely try to hit the ceiling and they don't worry about their muscles).

Modern physical educators have thrown overboard the static concept of posture. In actual life situations there are many postures. We are concerned with physical efficiency and self-expression in a number of situations: standing up and sitting down, at work, at rest. In this connection relaxation exercises are considered of the greatest importance.

All this comes under "gymnastics". In a way gymnastics, i.e. fundamentals of movement including sports skills, body mechanics and correctives if you prefer the American terms, and relaxation form the core program for all boys and girls. It cannot be a matter of choice.

I realize that there is a flavour of formality about this core program. There are, however, different kinds of formality. We reject the idea that children can be moulded according to an established pattern, we do not believe that there is one correct form of posture and movement, suitable for all children at all times. We cannot accept the idea that a set of "scientifically" selected movements, performed in unison, will have a beneficial influence. But we do believe in *form*.

We believe that every individual should develop his own pattern of coördination, in accordance with his or her body build and personality. Also, that children can and must be guided towards optimal physical development through exercises. In this respect too we are concerned with form.

Forms means to us: optimal personal development, carriage and efficiency of movement. In so far "gymnastics" are "formal". The procedures however, should be informal and cooperative. The teaching methods are—or should be—in accordance with accepted educational theory: trial and error, problem solving, individual solution a.o. are the key words.

I was amazed when I saw the developmental exercises that are in current use in America. The teaching procedure is informal enough, but many physical educators still seem to believe that meaningless movements of isolated parts of the body are the basis of a sound developmental program. Why should we strengthen the abdominals through endlessly repeated "leg-raisings" (in which, by the way, the ilio-psoas muscle is more involved than any other) if we are able to use many, many natural movements, in many different and interesting situations, that require a great effort of the same muscle groups? I can only explain it as a hangover of a long discarded Swedish theory.

I hope that I have been able to explain that the hard core of Physical Education, to which we usually give the name of "gymnastics", is mainly of a formative nature. We believe that in education, whether it be physical, moral, or aesthetic education, we are concerned with "form". Culture always implies form.

On the other hand: there can be no physical development, no real efficiency of movement, no development of mental and emotional qualities without achievement. Form and achievement therefore, have a reciprocal relationship. Consequently, a gymnastic program in the above sense of the word, would in itself be wholly inadequate. Even though it can be entirely composed of natural, meaningful exercises which have an element of achievement in themselves, camping and hiking, games, swimming, self-defense, stunts (with- or without apparatus, such as tumbling) and the dance are necessary components of a Physical Education program. I need

not explain this any further, because anything that I can say has been said more eloquently by many American authors.

Physical Education has two aspects: Form and Achievement. The distinction of "Form" versus "Achievement" is, in my opinion, a systematic distinction, which is necessary to organize our thinking. It is not an attempt to draw a sharp dividing line between two groups of exercises. All formative exercise, properly conceived and presented, has an element of achievement. All activities whose main characteristic is "Achievement" have an element of "Form" and a developmental influence. Often the distinction is merely one of *PURPOSE* in the mind of the teacher. It is however, none the less real.

Every child should be guided towards achievement. By this I mean optimal personal achievement in a number of activities. If possible he must have an opportunity to excel in some one game and to suffer defeat in some other game. Every child should be given adequate stimuli for optimal personal development, should be taught efficiency in movement and carriage and he should be given opportunity for self-expression.

All this, I believe, is very far removed from a "sports program". I think an example will make this clear. There are many communities where people never play vigorous sports, but have plenty of physical activity otherwise. Take a remote village in the French Alps for instance, with no playing-fields, and no swimming-pools.

The only game people play when work is done is the "jeu de boule". In summer there's a lot of mountain-climbing to be done (not a sport but hard work!) and in winter there's skiing (mainly as a means of getting somewhere). What about physical education? Any attempt at introduction of an American sports-program would be senseless. Education, and hence Physical Education, must function in the framework of this particular society. The answer is simple.

It may sometimes be difficult, but it is always possible to provide plenty of formative exercise, to teach efficiency in everyday movements, to teach little games of low organization. It is always possible to go climbing in summer and to teach skiing in winter, to teach "jeu de boule", to teach the local country-dances. And even to introduce one or two new forms. *If formative influences and achievement are properly balanced,* their physical education is complete. It helps to prepare the children for work *and* play in their community.

I can't help sharing the aversion that many Americans have of the term "Physical Education". On the other hand, I believe the term "Sports Education" will lead us even farther astray. I have tried to explain my point of view by showing in what respects I consider myself at variance with current American philosophies of Physical Education and I hope my readers will understand that I did not intend to criticize. Criticism would be completely unjustified because I am thoroughly convinced that our own programs need considerable reinforcement —especially in those respects in which many American schools are particularly strong. After spending some time in the U.S. I have become more convinced than ever of the necessity to learn from each other.

It was a wonderful and enlightening experience.

Methodical Progression

Edited by Harry Grabner

Our "guest caller" is Brother Martin H. Trieb, former Superintendent of Physical Education of the Los Angeles City Schools.

Mr. Trieb has just published a "Handbook of Couple Dances" written in a concise manner and arranged according to difficulty. Over 150 dances are contained in his book which also includes a good introduction, glossary of terms; description of steps, dance positions, alignments and abbreviations used: and a bibliography.

This pocket size handbook also includes the name of records to be used with the dances.

The book sells for $1.60 including mailing and you may write him at 330 So. Mansfield Ave., Los Angeles 36, California.

TIP TOE TWO-STEP

Dot Record, 15075

In a double circle, in open dance position.

1. Two slow steps forw. in LOD, on outer & inner foot	1M
Change places with partner in 3 quick steps, lady passes under gent's right arm. End both facing RLOD	1M
Two slow steps backw. in LOD, on outer & inner foot	1M
Change places with partner in 3 quick steps forw., lady passes under gent's right arm. End in a double circle in closed dance position	1M
A two-step sidew. in LOD with a ¼ turn right	1M
Three quick steps in LOD in side-position to the left, gent backw., lady forw.	1M
A two-step sidew. in LOD with a ¼ turn left	1M
Three quick steps in LOD in side-position to the left	1M
Repeat above movements	8M
2. Two slow steps forw. in LOD, on outer & inner foot	1M
A ½ turn inward & 3 quick steps backw. in LOD	1M
Two slow steps backw. in LOD, on outer & inner foot	1M
A ½ turn outward & 3 quick steps forw. in LOD	1M
In closed dance position, a two-step sidew. in LOD with a ¼ turn right	1M
Three quick steps in LOD, in side-position to the left	1M
Two-step with partner, turning left (reverse two-step turn)	1M
Repeat above movements	8M
Repeat from the beginning	32M
Repeat 1	8M
Repeat 2	8M

CUDDLE UP

by

Kay and Forrest Richards,
San Leandro, California

Record: "Cuddle Up a Little Closer"—Capitol 3194

Position: Skaters, facing LOD

Footwork: SAME throughout. Directions given are for the M

Intro: 4 measures. Wait.

Meas.	Part "A"
1– 2	SIDE, BEHIND, SIDE BEHIND; STEP, BRUSH, STEP, BRUSH; Starting L and moving twd COH, step to side on L, step behind L on R, again step to L side on L, step behind on R; Step on L, swing R ft fwd brushing floor, step on R, swing L ft fwd brushing floor.
3– 4	DIAGONAL-2-3-BRUSH; FORWARD-2-3-BRUSH; (*TRAVEL*) Starting L and moving diag fwd twd wall, dance LRL-brush R; Travel in LOD stepping RLR-brush L.
5– 8	Repeat Meas 1-4
9–10	CROSS-2-3-BRUSH/SWING; CROSS-2-3-BRUSH/SWING; Moving diag fwd and to R of LOD, step on L across in front of R, step diag fwd and to R side on R, step again on L across in front of R, swing R fwd and around while pivoting slightly L on L ft; Repeat, starting on R and moving diag fwd and to L of LOD.
11–12	FORWARD-2-3-BRUSH; W/TWIRL-2-3-TOUCH; Dance fwd 3 steps LRL and brush R ft fwd; Then, releasing handholds, M continues to progress fwd RLR-touch L

while W makes 1 complete individual R-face twirl, moving in LOD, and stepping RLR-touch L. End in skaters position.

13–16 Repeat Meas 9-12.

Part "B"

17–24 Repeat Meas 1-8, Part "A".

25–26 TWO-STEP AWAY, 2; STEP, TOUCH, STEP, TOUCH;
Starting on L and releasing L hands, both do 2 *quick* two-steps, M turning to face wall while W turns ¾ R-face to face partner; Step to side on L, touch R beside L, step to side on R, touch L beside R.

27–28 BOX THE GNAT-2; STEP, TOUCH, STEP, TOUCH;
Starting on L, exchange places with partner with 2 quick two-steps (box the gnat), crossing under joined R arms (W makes ½ L-face turn); Step to side on L, touch R beside L, step to side on R, touch L beside R.

29–30 TO SKATERS, 2; STEP, TOUCH, STEP, TOUCH;
Starting on L, R hands still joined, progress to original position, facing LOD, with 2 quick two-steps; Resuming skaters position, step fwd L, touch R beside L, step back on R, touch L beside R.

31–32 FORWARD-2-3-BRUSH; W/TWIRL-2-3-TOUCH;
Repeat Meas 11-12, Part "A".

Bridge

1– 2 STEP, -, TOUCH, -; BACK, -, TOUCH -;
Step diag fwd on L, hold 1 ct, touch R toe beside L ft, hold 1 ct; Step back on R, hold 1 ct, touch L toe beside R ft, hold 1 ct.

3– 4 STEP, CLOSE, STEP, TOUCH; STEP, CLOSE, STEP, TOUCH;
Step diag fwd L, close R to L, step fwd L and touch R toe beside L ft; Step back R, close L to R, step back on R and touch L toe beside R ft.

SEQUENCE: PART "A", PART "B", BRIDGE, PART "A", PART "B", PART "A", ENDING

ENDING: In skaters pos. dance fwd LRL-brush R; Step back on R, hold 1 ct, brush L fwd.

THE IRISH ROSE

(My Wild Irish Rose)

Decca Record 71544A

In a double circle, in half-open dance position.

(1) Step-swing forward in LOD on outer foot. 1M
Three quick steps forward in LOD (inner, outer) 1M
Gent makes a half-turn right to face partner to assume a closed dance position and immediately a dip-step left backward in LOD, lady forward on right 1M
Pivot-turn right in 3 steps in place in closed dance position, and end in half-open dance position (facing LOD) 1M
Both a step-swing forward on outer foot 1M
Both a waltz-step backward in RLOD 1M
Waltz with partner, turning right (one waltz turn) 2M
Repeat movements for part 1 8M

(2) In half-open position, both a step-swing forward in LOD, outer foot 1M
Both 2 steps backward, and on 3rd step backward face RLOD (Both have made a ½ turn inward and are in reverse half-open pos.) 1M
Repeat above movements in RLOD, and facing LOD 2M
Assume a closed dance position and waltz with partner, turning left (2 reverse waltz-turns) 4M
In side position to the left and moving in LOD
Two step-swings in LOD (gent forward, lady backward)
Three quick steps in LOD in side position to left (right hips adjacent) 1M
Lady makes a right turn in 3 steps, under gent's left arm, to gent's left side, while gent does a step-touch, to end in side position to the right (left hips adjacent) 1M
Two step-swings in LOD 2M
Three quick steps in LOD in side-position to the right 1M
Lady makes a right turn in 3 steps, under gent's left arm while gent does a step-touch, to end in half-open position 1M
Repeat from the beginning 32M
End with two step-swings and lady makes a right turn in 3 steps, gent 3 steps in place, lady a step curtsy, gent a bow. 4M

ONE ROSE

(For Experienced Round Dancers)

Music: THE ONE ROSE—Decca 29392

Source: Louis and Lela Leon, 2617 Dracena St., Bakersfield, California

Start: Closed dance position, M facing LOD, opposite footing throughout, M's L, W's R.

Meas. INTRODUCTION

1– 2 Wait

3– 4 Bal. Fwd; maneuver back, M facing COH

PART I

1– 4 WALTZ L, 2, 3; TWIRL; 2, 3; FWD, 2, 3; STEP-FLARE
(M1) One L face waltz together with M

14—March Physical Educator—(7533p)——few turning to face RLOD and W LOD; (M2) M twirls W R under his L and her R arm, waltzing RLR in place and making ½ L face turn to LOD ending in semi-closed pos.; (M3) One fwd waltz; (M4) M steps fwd R (ct. 1), flare L (cts. 2 & 3)

5– 8 DIP, LIFT; DIP, LIFT; LADY TURN, 3; DIP, HOLD

(M5) Dip back on L ft, raise R ft slightly, keeping L heel on floor; (M6) Continue progression in RLOD—dip back on R ft, lift L ft slightly; (M7) while M waltzes slightly fwd, LRL, W makes L face turn to face M in closed pos., RLR; (M8) M dip back on R ft (ct. 1), hold (cts. 2 & 3)

PART 2

9–12 WALTZ L, 2, 3; TWIRL VARSOVIENNE; FORD 2, 3; 4, 5, 6

(M9) Same as M1, PART I; (M10) Same as M2, PART I, except that W twirls R to Var. pos. both facing LOD; (M11 & 12) Two diag. fwd waltzes, with L hand —L foot leading to wall, R hand—R foot leading to COH

13–16 CROSS HANDS, 3, FWD, 2, 3; TURN VARSOVIENNE; FWD, 2, 3

(M13 & 14) M two fwd waltzes in LOD—without releasing hands, W turns R face under M's raised L hand to face partner, L hands crossed over R and waltzes back in LOD; (M15) without releasing hands M one backward waltz in RLOD, as W turns L face in RLOD to Var. pos.; (M16) Both one waltz fwd.

PART 3

17–20 LADY TWIRL L; WHEEL, 2, 3; TRAVEL TWIRL, 3; 4, 5, 6

(M17) W two-hand twirls to M's L side and COH without releasing hands. Partners will be in promenade pos., R hands over L, with W on his L side and face LOD; (M18) One fwd waltz turning CCW in L prom. pos. to face RLOD; (M19-20) still turning CCW M does 2 traveling fwd waltzes in LOD as W two-hand travel-twirls (dishrag—do this slowly) R face 1½ times under her own R arm to face LOD with partner in typical prom. pos.

20–24 BAL. FWD.; FACE BACK; WALTZ, 2, 3; WALTZ, 2, 3

(M20) Bal. fwd in LOD in prom. pos.; (M21) Maneuver in RLOD, releasing hands and facing partner in closed dance pos., M facing wall, W COH; (M23, 24) two R face waltzes, turning 1¼ times to face RLOD.

Meas. PART 4

25–28 DIP, 2, 3; TWIRL, 2, 3; FWD, 2, 3; DIP, TOUCH, 3

(M25) M dips back on L in LOD; (M26) One fwd waltz, RLR, in RLOD twirling WR under his raised L and her R arm to semi-closed pos. in RLOD; (M27) waltz fwd, M LRL, accenting last count by slight lift on close of ct 3; (M28) M dips slightly on inside or R ft, touch L by R ft, while maneuvering ¼ R to face COH.

29–32 DIP, 2, 3; WALTZ, 2, 3; 4, 5, 6; TWIRL, FACE, 3

(M29) M dips back on L ft, maneuvering ¼ R to face LOD; (M30, 31) Two R face turning waltzes ending almost in LOD; (M32) Twirl W R under his raised L and her R arm to face partner in closed dance pos. facing LOD

NOTE: Two sequences to dance, separated by a break. Break: In closed danced position bal. fwd and maneuver back On M 32 of second sequence twirl W to open dance pos. for Tag. Whole tag is done without releasing inside hands.

TAG: FWD, 2, AND; CROSS OVER, AND; CROSS BACK, AND; WIND & BOW

(M1) M waltz fwd L R close, and turning to face wall; (M2) M cross—waltzes to wall, R L close, turning to face COH, as W twirls L to COH under M's raised R and her L arm; (M3) M cross—waltzes back to COH, L R close, turning to face LOD and diag. toward wall, as W twirls R to wall, under M's raised R and her L arm; (M4) Very slow. — M walk back R-L-R dipping back slowly on R ft, pointing L ft to floor; W winds up (yo-yo turn) L-R-L dipping back on L ft and pointing to floor as both look at each other and smile.

IT'S BEEN A LONG, LONG TIME*

Bill Lee

Starting position: "Skaters" dance position, both facing in LOD.

Footwork: Identical footwork for both M and W throughout the dance.

Meas.

1– 2 WALK, 2, 3, "DIP"; BACK, TURN, TURN, STEP;

Start L ft and walk fwd in LOD 3 steps, L-R-L, then "dip" by flexing R knee to lift R ft about 6 inches straight up off floor keeping legs close together, rise on

toes of L ft then dip quickly on L leg by flexing L knee; step bwd on R ft starting a ½ L turn, step fwd on L ft continuing L turn, step fwd 2 more steps, R-L, to complete ½ L turn to end facing in RLOD, W on M's R side, both having weight on L ft.

3– 4 BRUSH, STEP, BRUSH, STEP; TAP, SIDE, BEHIND, SIDE;

Brush R ft fwd in RLOD, step on R ft, brush L ft fwd, step on L ft; tap R toe sharply to floor across in back of L ft, step to R side twd COH on R ft, step on L ft across in back of R, step again to R side twd COH on R ft.

5– 8 Repeat action of Meas. 1-4 starting in RLOD and ending facing LOD.

9–12 LADY TURNS IN; GENTS FOLLOWS; SWAGGER, —, 2, —; 3, —, 4, —;

Partners release R hands as M does 2 quick two-steps almost in place starting L ft, while W does 2 quick two-steps turning ½ L across in front of M over to his L side and end facing RLOD; M does 2 quick two-steps almost in place but making a full L turn to end facing LOD as W does 2 quick two-steps to make a ½ L turn to end with partners resuming skaters position as at start of dance, both facing in LOD, partners then start L ft and take four "swaggering" steps fwd in slow time by stepping on L ft across in front of R, stepping on R ft across in front of L, and repeating L and R.

13–14 BALANCE FORWARD, —, BALANCE BACK, —; FORWARD, 2, 3, TAP;

Bal fwd in LOD on L ft, hold 1 ct, bal bwd in RLOD on R ft, hold 1 ct; start L ft and walk fwd in LOD 3 quick steps, L-R-L, turning slightly twd wall on third step, tap R toe to floor sharply across in back of L ft.

15–16 BALANCE BACK, —, BALANCE FORWARD, —; BACK, 2, 3, TOUCH;

Bal bwd in RLOD on R ft, hold 1 ct, bal fwd in LOD on L ft, hold 1 ct; start R ft and walk bwd in RLOD 3 quick steps, R-L-R, touch L toe to floor beside R ft.

REPEAT ENTIRE DANCE FOR A TOTAL OF FOUR TIMES

Ending:

1– 2 BALANCE FORWARD, —, BALANCE BACK, —; LADY, TURNS OUT, AND, BOW!

On musical "tag" following fourth and last time through the dance, bal fwd on L ft, hold 1 ct, bal bwd on R ft, hold 1 ct; partners release L hands and W makes a 3-4 R turn (not a twirl) in 3 steps, L-R-L, while M makes a ¼ R turn in place with same footwork, ending with partners acknowledging.

NOTE: To make this a delightful "mixer," the M takes 3 steps bwd in RLOD (and touches) during Meas. 16 to join next W in RLOD while the W takes 1 step bwd and 2 steps fwd (and touch) to join next M in LOD. Keep partners on last sequence of dance.

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GYMNASIUM BLUES

These are the wails I hear in class
Every day from a lad and lass:
I can't be in gym this hour,
I have a cold and can't take a shower.
Someone has stolen my gym shoes,
I never get back the things I lose.
I've lost a shirt, I've lost a sock—
My combination won't work my lock.
My back is sore, my wrist is lame;
I forgot my suit when to school I came.
May I be excused from "gym" today,
I left my shirt at the Y.M.C.A.
May I do this, or that, or so?
And a hundred to one the answer is "No!"

Unknown

SNICKERS

WORRY is the interest you pay on something that seldom comes due.

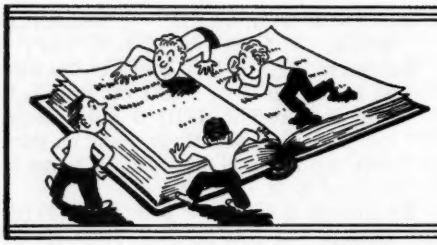
As age creeps up we have a tendency to become too fond of people who agree with us and of food which doesn't.

—Pennsylvania Journal.

A child is getting quite grown up when he can go to the psychiatrist's alone.

Almost anybody will admit his faults, if he has any.

An effective speaker stands up to be seen, speaks out to be heard, and sits down to be appreciated.



BOOK Reviews

Edited by K. W. Bookwalter

BUNN, JOHN W., *Scientific Principles of Coaching*, New York, Prentice-Hall, Inc., 1955. 306 p. $4.95.

This book employes a new approach for interpreting and teaching sport techniques to the athlete. Utilizing the scientific principles of physics, the author has analyzed the motor movements of man and transferred them to the fundamental techniques employed in the various sport activities.

Part I deals with the principles of physics in sports, emphasizing the necessary conditions used in governing fundamental techniques.

Part II interprets the various aspects in the analysis of activities, applying the principles described in Part I to such sports as football, basketball, baseball, track, swimming, gymnastics, golf, tennis, rope climbing, and volleyball.

There are many photographs, drawing, charts, graphs, and tables which aid the reader in his recognition of the applying principles to the sport techniques.

This book should be of particular value to the coach and his athletes as a guide for more effective performance.

JOHN E. SHEARD.

CROSNIER, ROGER, *Fencing With the Foil-Instruction and Technique*, New York, A. S. Barnes and Company, 1955, 270 p. $3.75.

This is a book for the novice and the accomplished fencer. Each fencing position is analyzed from the point of view of theory, execution, and tactic. Line drawings and photographs add to the clarity of exposition. A glossary of definitions is included.

The author has had years of experience as a competitor, teacher and coach. His national and international status rates him certainly as an authority, and his instruction cues and progressions should be of great benefit to the beginning teacher.

Fundamental positions and movements, simple attacks, elementary defense, simple repostes, counter offensive movements, preparation of attack, varieties of renewed attack, counter-time, the individual lesson, and fighting, constitute the sequences of the text.

KARL W. BOOKWALTER.

CROSNIER, ROGER, *Fencing With The Sabre-Instruction and Technique*, New York, A. S. Barnes, 1955, 204 p. $3.75.

This text covers definitions, class and individual instruction, and tactic. It is based on the Hungarian Sabre School and is for fencers and instructors alike. Its author, the national coach for Great Britain is also author of a text on the foil.

The contents consist of fundamental positions and movements, simple attacks, elementary defense, the reposte, the compound attack, counter-repostes, compound-repostes, counter-offensive movements, preparations of attack, varieties of renewed attacks, counter-time and the derobement, the individual sabre lesson, fighting and finally a progression for 30 hours of class instruction.

Line drawings contribute to the clarity of exposition as do several photographs.

KARL W. BOOKWALTER.

MATHER, CHARLES V., *Winning High School Football*, Prentice-Hall, Inc., New York, 1955, 276 p. $4.25.

Here is the amazing story of Massillon, Ohio, football. Charles Mather gives the inside story of his method which gave Washington High School 57 victories in 60 games during his six year coaching reign.

A detailed year-round schedule is presented for team organization, based on the belief that careful planning is indispensable to a winning team. The use of such modern devices as motion picture, television, IBM are explained and the following topics given careful coverage: (1) spring practice, (2) game scheduling, (3) game contracts, (4) hiring game officials, (5) handling public relations, (6) coach-parent relations, and (7) scouting.

The author presents a detailed discussion of the many offensive and defensive skills for each position. He presents, step by step, his own tips and ideas covering every phase of modern coaching techniques, including a complete analysis of his blocking techniques and versatile ground and passing attacks.

The book is well organized into eleven chapters containing both general and specific material. It is a handbook which would be suitable for all coaches, both the experienced as well as the novice.

OWEN BURNELL BERGSRUD.

MUNROW, A. D. *Pure and Applied Gymnastics,* New York, St. Martins Press, 1955, 246 p. $4.50.

This book deals with principles on which gymnastics are based rather than the teaching material. A few of the chapters are practical but they are presented primarily for discussion and development.

Direction of the book is toward the specialist teacher, but should prove helpful and interesting to non-specialists as well.

In the first three chapters, the problems, are reviewed in terms of: What are gymnastics? What effects do they have on the body; and How shall we classify exercises? This last problem was solved by a classfication into four groups: 1) mobility, 2) strength, 3) endurance, and 4) skill.

The last two sections of the book are divided into pure and applied gymnastics. Principles concerned with the effects of exercise on the body were discussed under the pure gymnastic section.

Munrow gives no blueprint for applied gymnastics. He does give five groups of gymnastics which must be considered in planning the program. They are: 1) remedial and rehabilitation gymnastics, 2) sports gymnastics or training gymnastics, 3) keep-fit gymnastics, 4) gymnastics in the armed forces, and 5) educational gymnastics.

PERRY LEFEAVERS.

RICE, GRANTLAND, *The Tumult and the Shouting,* New York, A. S. Barnes and Company, 1954, 368 pp. $5.00.

This is an autobiographical accounting of the "Life in Sport" by perhaps the outstanding reporter of sporting events ever known—Grantland Rice.

This is not a formal book, but a rambling accounting of the great sporting events as they actually unfolded, related in the amicable and lovable style of this great personality as he relives the exploits of our great sports celebrities. This book is written with an insight that makes the reader feel he is actually on hand and a part of these history-making events in sports.

The men Grantland Rice knew personally, the deeds he so admired, and the accounting he reveals with so much warmth and wisdom, they are all there.

This is a book that should be read by every American interested in sports.

G. W. HERTZ

SHAW, JOHN H., TROESTER, CARL A., and GABRIELSEN, MILTON A., *Individual Sports for Men* (Second Edition). Philadelphia, W. B. Saunders Company, 1955, 402 pp. $5.00.

The authors aimed this text at the beginners' level in order to help the prospective teacher acquire intermediate competencies himself while preparing to instruct youth. Specific references are available for those interested in surpassing these levels of ability.

In addition to chapters on ten individual sports (archery, badminton, bowling, casting, fencing, golf, handball, swimming and diving, and table tennis), chapters are written on the place of individual sports, general administrative planning, planning class organization, and motivating participation in individual sports.

Good line drawings, glossaries, chapter tests, review questions, and recommended references and films are included in each activity chapter. A rather complete index concludes this helpful instructional text.

K. W. BOOKWALTER

STEINDLER, ARTHUR, *Kinesiology of the Human Body, Under Normal and Pathological Conditions,* Springfield, Illinois, Charles C. Thomas, 1955. 708 p. $19.75.

Based on the life study by the author, this text makes a clinical application of kinetics and physiology to kinesiological problems of the clinician and the physical educator.

Basic sciences have been drawn upon but mathematical applications have been kept to a minimum.

Part I. General Kinetics, consists of 8 chapters; Part II. The Trunk, is comprised of 7 chapters; Part III, has 21 chapters on the extremities; Part IV. The Gait, concludes the text with 2 chapters.

The text is profusely illustrated and the kinetic and mechanical evidence for conclusions given. This is a splendid source for advanced kinesiology or for clinics or research laboratories.

KARL W. BOOKWALTER.

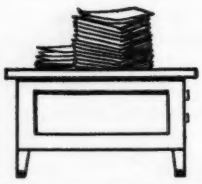
WALKE, NELSON S., DOSCHER, NATHAN, AND CADDY, GLENNA G., *Good Health For You, Your Family, and Your Community,* New York, Mcgraw-Hill Book Co., 1955, 415 p. $4.75.

"Health is a condition of well-being that helps the individual to perform happily his personal, familial, and community tasks."

There are many factors that contribute to optimal healthful living. Believing this the authors have amassed material from areas of genetics, law, anatomy, dentistry, public health, recreation, nutrition, etc., and classified them under three main headings: the family, the community and the individual. Then they have shown the relationship of these to the attainment of health through application in daily experiences.

Some of the chapter headings are: Stages in Healthful Family Living, Heredity, Preparation for Family Living, Feeding the Family, Health and Medical Care, Dental Health, Public Health, Demography, Control of Communicable Diseases, Mental Hygiene, Housing Environment, Occupational Health, Personal Appearance and Related Factors, Maintaining Optimum Weight, Vision and Hearing, Narcotics and Stimulants, Recreation, and Rest.

KARL W. BOOKWALTER.



Recent ARTICLES

Edited by K. W. Bookwalter

GABBARD, HAZEL F., "New Mental Health Insights-Implications for the Schools," *School Life*, 37:6 (March, 1955) pp. 90-92.

This article records

"some of the highlights of international leaders in mental health which have implications for the schools."

Educators may find it worthwhile to ponder these ideas in order to refocus our professional efforts to meet the mental health needs of children and youth. youth.

Some conclusions presented are:

1. Youth should be helped to face the drastic changes going on in the world.
2. In a good school there is very little dictating and very little passive obeying. The pupils work hard and develop self confidence and self understanding which is realistic, productive and self perpetuating.
3. Life is not a popularity contest and most of the world's greatest achievements have resulted from clashes between tough minded people.
4. People should do things for themselves.
5. The need to struggle gives one a chance to grow.

JOHN B. HODAPP.

Health Education Division A.A.H.P.E.R., "How Schools and Voluntary Agencies Can Work Together to Improve School Health Programs," *Journal of Health, Physical Education, and Recreation*, 26:7 (October, 1955), pp. 35, 36.

The schools and voluntary health agencies have been productively working together for a number of years. The following principles should be applied:

1. Recognition of common goals is essential.
2. Mutual understanding of purposes and procedures is necessary.
3. Mutual projects are best when planned and undertaken jointly.
4. New health activities should be an integral part of the school health education program.
5. Fund raising activities may have value for education.

The following types of joint activities have proved to be mutually satisfactory:

1. Make available to school health personnel the latest health information.
2. Provide teaching aids.
3. Help in the preparation of resource units.
4. Help with special short term projects.
5. Help with in-service education of teachers.
6. Participate in the recruitment and pre-service education of school health personnel.
7. Provide the means for demonstrations and studies.
8. Enrich the curriculum.
9. Interpret the school health program and unmet needs to the community.
10. Help in interpretation to parents.

KARL W. BOOKWALTER.

KING, RUDOLPH F., "Safety Education Pays Big Dividends," *Educational Horizons*, 33:2 (Winter, 1954), pp. 77-81.

The Massachusetts program has paid big dividends in lives saved. The author reached the following conclusion from the results of one of his surveys on accident statistics: 1) neither enforcement nor engineering are enough to reduce traffic accidents, 2) highway motorists must be taught to accept their legal and moral responsibility, and 3) emphasis should be placed on safety education courses at different educational levels.

The efforts to reach adult motorists and service personnel as well as the easy to reach school groups are discussed. From the results over the past few years, Massachusetts safety education programs seem to be paying big dividends. There were 7.119 deaths per 100,000,000 motor vehicle miles in automobile accidents in Massachusetts in 1944. By 1953, the figure had been reduced to 3.849 while in the same year the national average was 7.0. In 1905, 1,500 students were selected to carry on a follow-up of involvement in accidents. In 1954, the results showed

"that the drivers without any formal education in driving had 91 per cent more accidents and reportable violations than did the group which had had the complete program of classroom instruction and practice training in driving automobiles."

PERRY LEFEAVERS.

MCNEELY, SIMON A., "Toward Progress in Secondary School Physical Education, *School Life*, 37:7 (April 1955), pp. 99-101.

This article places emphasis on the secondary school level of the developments of ideas and efforts of teachers, parents and community leaders to overcome ever present problems and to improve physical education in their schools.

Some of the ideas and practices to overcome problems that may come up are: participation in faculty meetings of the "total-school" approach, coordinating school and community programs, and encouraging maximum outcomes through an enlightened program concept.

Other points discussed relative to progress in secondary school physical education are: effective school organization and administration, the value of good teaching, good teaching materials, and adequate facilities, and the finding, preparing and keeping of good teachers.

PERRY LEFEAVERS.

A MUNCIE TEACHER. "Roses to the Principal," *The Indiana Teacher,* 100:1 (September 1955), pp. 18, 19.

A teacher's letter to a principal telling him why the teachers and pupils appreciate him. The characteristics noted are: friendliness, sense of humor, good organization, positive thinking, sharing with teachers the extra duties, taking turns with teachers for noon duty, encouraging a friendly give-and-take approach between members of teaching staff, and encouraging the teacher to be professional.

CAROLYN BOOKWALTER.

NELSON, GORDON A., "Better Teacher-Student Relations," *Phi Delta Kappan,* 36:8 (May 1955), pp. 295-302.

The interpersonal relationships between teacher and students are discussed in this article with reference to two questions: "1) what kinds of teacher-student relations are desirable? and 2) what are ways of establishing and maintaining these relationships?" Mental hygiene theory, undergraduate opinion investigation, morale industry, and purpose of education are discussed to shed light on the kinds of teacher-student relations desirable. These relationships may be established by noting students' reactions, learning more about them, being interested in them, having clear two-way communication, and promoting democratic ideals through fairness and democratic leadership.

Some ways and means of better teacher-student relations are suggested and it is pointed out that faculty members are expected to assume major responsibility, as every contact an instructor has with students has a bearing on his relations with them.

PERRY LEFEAVERS.

PHILLIPS, MARJORIE, "How Fit Are Our Children?" *Journal of Health, Physical Education, and Recreation,* 26:6, (September 1955), pp. 14, 15, 71.

In light of the national publicity given the fitness deficiencies of American children, the author and others administered the Kraus-Weber Test to 1456 midwestern elementary school children.

When a child was classed as a fitness failure upon failing any single test item the results initially appeared to be much as Kraus reported. Internal analysis of test items revealed, however, that while European children initially are superior to American children, by the age of 12 the two are equal.

The six tests were found to be highly reliable. A grip strength test administered for comparative uses was found to be unrelated to the Kraus-Weber Test.

Girls were more successful at the flexibility item than boys, and boys more successful than girls at the grip strength but no consistent difference was observed in Kraus strength items. Flexibility for both decreases with age while strength of both rapidly increases. In fact, in the upper back test only five of 1456 failed the item and only six, that of the lower back.

These findings, contradictory of the Kraus-Weber report, are borne out somewhat by a parallel study in Iowa.

KARL W. BOOKWALTER.

WILES, KIMBELL, "Keys to Leadership," *The Indiana Teacher,* 100:1 (September, 1955), pp. 20, 21, 43.

This article is a summary of a speech at the sixth annual Leadership Conference at Butler University in August, 1955. The keys to leadership are: group interaction, faith, loyalty, start with followers' problems, informality, sense feelings of others, ethical conduct, share credit with others, encourage others to be leaders, and use positive thinking. Teachers were encouraged to teach emotional maturity to children through health classes, informal discussions, and discussion of personal problems in a conference with the pupil.

CAROLYN W. BOOKWALTER.

WOODWARD, HERBERT P., "The Ends of Education," *AAUP Bulletin,* 40:3 (Winter, 1954), pp. 432-444.

Basic consideration of the liberal education of fifty years ago is compared with the specialized education of today. Special emphasis is placed on the recultivation of the enthusiasm for present learning as a means of lifting today's pressures from the individual. This duty is to the intellectual elite through the use of their intellect and creative resources.

JOHN B. HODAPP.

Who's Who in the Profession

Edited by K. W. Bookwalter

HELEN HAZELTON was born in Montague City, Mass., on September 8, 1894. She received the A.B. degree from Mt. Holyoke, the Certificate of Hygiene and Physical Education from Wellesley, and the A.M. degree from Teachers College, Columbia University. She was an instructor of Physical Education at Northwestern, an assistant professor at the University of Minnesota, and is at present Head of the Department of Physical Education for Women at Purdue.

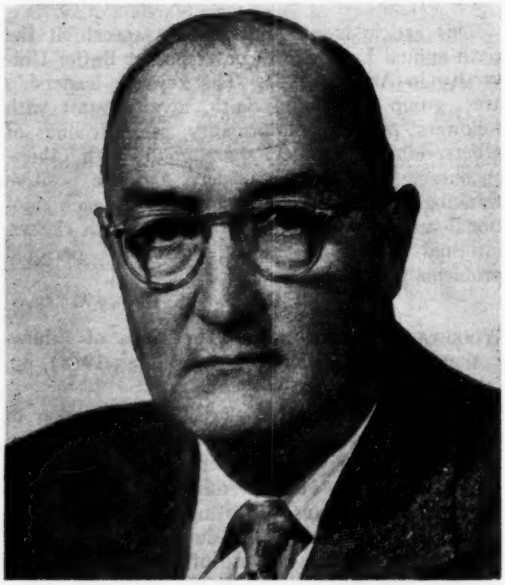
Miss Hazelton has served as president of both the Indiana Association for Health, Physical Education and Recreation, and the Midwest Association. She is a past president of both the Midwest and the National Association for Physical Education of College Women. Her main interests have been in the area of athletics for girls and women. Her hobbies are golf and travel.

She has been chairman of the National Section of Women's Athletics and chairman of the Rules and Editorial Committee of that section. She has served as chairman of the International Relations Committee of A.A.H.PE.R. and was the presiding officer at the first International Congress of Physical Education for Girls and Women held at the University of Copenhagen, Denmark, in 1949. She was co-chairman of the National Conference on Intramural Sports for College Men and Women held in Washington, D.C., last November.

She has written articles dealing with the theory and practice of teaching physical education and is co-author of *Curriculum Designs in Physical Education.*

Miss Hazelton is a Fellow of the American Association for Health, Physical Education, and Recreation, and is listed in *Leaders in Education.*

HELEN HAZELTON



CHARLES C. WILSON, M.D.

CHARLES C. WILSON, M.D., was born in Brooklyn, New York, on December 26, 1895. He received the B.P.E. degree from the International Y.M.C.A. College and the M.D. degree from Yale. He served as director of health and physical education in the Evansville, Indiana public schools, then Hartford, Connecticut, and in 1941 he became professor of health education at Teachers College, Columbia University. Since 1946, he has served as professor of education and public health at Yale University.

He has served on many committees of various professional organizations. He is a former president of the American School Health Association, and vice-president of the AAHPER. He has served as chairman of the Joint Committee on Health Problems in Education of the National Education Association and American Medical Association.

Dr. Wilson has authored and co-authored many articles and books on health and health education. He was a member of the Commission of the American Association of School Administrators which prepared "Health in Schools." He edited the reports "Health Education" and "School Health Services," and is also an author of "The American Health Series" and "Life and Health."

He is a Fellow in the American Academy of Physical Education, the American Association for Health, Physical Education, and Recreation, the American Medical Association, and the American Public Health Association. He is listed in *Leaders in Education.*

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